CHOOSING PHYSICAL EDUCATION AS A PROFESSION: STORIES
OF THREE AFRICAN AMERICAN WOMEN

DISSERTATION

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To: Joan, Manuel, Manuel J., Mary Ellen, and Kathleen
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CHAPTER I
INTRODUCTION

Statement of the Problem

Diversity among racial/ethnic groups is changing in the United States. As we approach the twenty-first century differential birth rates between white and racial/ethnic minority groups and increased immigration of Asians and Latinos/Latinas into the United States are having a profound impact on the demographic structure of the United States. Duda and Allison (1990) stated that approximately 22% of the population in the United States consisted of ethnic minorities. In the next 25 years, this number will continue to grow to an estimated 28%, with Blacks and Hispanics comprising most of that number (Duda & Allison, 1990). Henry (1990) stated that by the year 2000 the Asian population will have increased by 22%, Hispanic by 21%, Black by nearly 12%, and White by 2%. Axeloson (1985) and Smith (1991) referred to this change in
racial/ethnic diversity within the United States as the demographic imperative.

The demographic imperative offers some interesting challenges to faculty, staff, and administrators in our nation's schools. Smith (1993) stated, "The supply of minority teachers does not correspond with the current or future supply of African American children who need cultural role models." (p. 66). While the student population in our nation's schools has become more ethnically diverse, we cannot say the same for school faculty, staff, and administrators. Smith (1993) added that by 1995 the African American teaching population will have declined to less than 5% while the school age population was estimated to be approximately 30% ethnic minority in 1995 and 35% racial/ethnic minority by 2005 (Smith, 1993).

Crase (1994) and Crase and Walker (1988) have also called attention to the paucity of African Americans as teachers and administrators in predominantly white Health, Physical Education, Recreation and Dance units and departments in American colleges and universities. Calling black physical educators an endangered species, Crase and Walker (1988) estimated that only 2% to 3% of university professors in this area are black. Further, Crase and Walker (1988) argued that many universities
have no African American doctoral students. This paucity of African American doctoral students in United States colleges and universities decreases the availability of African American professors who can serve as role models and facilitate the education and professional preparation of racially/ethnic diverse public school teachers and students (Crase & Walker, 1988; Smith, 1993).

Understanding how teachers are socializing to the profession as well as what attracts them in the first place may provide some insights to change this imbalance in the teaching population.

Templin and Schempp (1989) and Schempp (1989) called socialization a dynamic and cumulative process. Occupational socialization is one of the primary theoretical frameworks used to explore the process of socialization. Within this framework, socialization is viewed as a lifelong process with three phases which, although distinct, can occur simultaneously. Belka, Lawson, and Lipnickey (1991) argued that little research has been done on recruitment into teaching physical education as compared to research on teacher education programs. Templin, Woodford and Mulling (1982) found only four studies that had examined the
process of recruitment into teaching physical education.

Smith (1993) stated that prospective physical education teachers from racially/ethnic diverse groups “have declined at a time when their presence and role modeling are greatly needed” (p. 67). Further, those involved in recruitment and retention efforts must focus their attention on the anticipatory/recruitment phase of socialization among public school students to “increase their interest in a physical education career” (Smith, 1993, p. 70).

Changing demographics in the United States toward an increasing multicultural country and an apparent lack of visibility of racial/ethnic minorities teaching physical education have prompted me to do this study. As an African American woman, I am particularly interested in what lies ahead as I pursue a teaching career in collegiate physical education programs. I have a strong desire to understand the process of socialization into teaching physical education for African American women, especially the recruitment phase of socialization. I have been motivated to investigate factors which contribute to the socialization of African American women physical education teachers.
Purpose

The primary and secondary purposes of this study were:

• to explore the connection between race/ethnicity and gender as they relate to recruitment into teaching physical education for African American women;

• to inform those who develop, implement, and support diversity as they work toward recruitment and retention of a culturally diverse student body and faculty.

This study was designed to provide a forum for women of color who teach physical education to describe their socialization into teaching physical education, especially the recruitment phase.

Research Questions

The questions which guided this inquiry were:

• What attracted the women of color who participated in this study to become physical education teachers?

• What impact, if any, did racism, sexism, and/or homophobia have upon their decision to enter the profession?
• What impact, if any, did issues related to race/ethnicity and/or gender in their college experiences have on the obtaining of their degrees?
• What suggestions did they have for recruitment and retention of women and people of color into physical education certification programs?

Justification for the Study

Research on the socialization of people into teaching physical education has developed over the past twenty years (Stroot & Lawson, 1993). However, Dewar and Lawson (1984) suggested that there is no comprehensive theoretical foundation to guide occupational choice research in physical education. Acosta (1986) stated, “Very few data exist on the number of minorities in sport as participants, teachers, coaches and administrators. Data which do exist seems to center around minorities in athletics.” (p. 53). The limited research on women of color in physical education across the United States raises some important questions which warrant further investigation (Acosta, 1986; Crase, 1994; Smith, 1993). What is it about teaching physical education that is attractive or unattractive to women of color? What can we learn from
the experiences of women of color who are currently teaching physical education which may contribute to the recruitment into teaching literature and, more importantly, increase their visibility? This study has been designed to explore possible connections among race/ethnicity, gender and recruitment into teaching physical education. The goal was to provide information which will increase our understanding of intersection of race/ethnicity and gender with the recruitment phase of teacher socialization. The study may also be supportive in the development of strategies which would speak to the needs, issues, and concerns of women of color and their choice to pursue undergraduate and/or graduate work in physical education, and/or careers teaching physical education in elementary and secondary schools. This dissertation will place the experiences of women of color, a group about which we know very little, into the center of the discussion.

Definition of Terms/Concepts

The following terms/concepts and their definitions are representative of the way in which they will be used in this study.
Socialization into teaching

Socialization is a dynamic process which involves pressure to change from various directions as individuals assume roles and learn and attempt to influence role expectations within a given social setting (Templin & Schempp, 1989). Lawson (1983a) and Templin and Schempp (1989) described socialization into teaching as a multi-staged and complex process. The first stage is referred to as recruitment or anticipatory socialization. The second stage is referred to as professional socialization. The third stage is referred to as organizational socialization and/or induction (Lawson, 1983a; Stroot & Williamson, 1993; Templin & Schempp, 1989). Lawson (1983a) further described socialization into teaching as a life-long process. A more detailed discussion of socialization into teaching follows in Chapter II.

Recruitment/Anticipatory Socialization

Recruitment is the process whereby an individual becomes attracted to and makes the choice of a particular occupation (Dewar & Lawson, 1984). The first stage/phase of socialization into teaching, recruitment refers the process where sociocultural and psychological factors combine to influence and/or
facilitate an individual's decision to enter a given field (Templin, Woodford & Mulling, 1982).

**Subjective Warrant**

The subjective warrant is a construct conceptualized by Lortie (1975). Lawson (1983a) described it as an instrument for making a career choice. Dewar and Lawson (1984) defined the subjective warrant as an individual's perceptions of the skills and abilities necessary for entry into and performance of work in a specific occupation. An individual's subjective warrant to enter physical education may be influenced by personal factors, such as: significant others; gender; race/ethnicity; self concept and aspirations. The subjective warrant may also be influenced by situational factors, such as: socioeconomic status; academic achievement; primary and secondary involvements and/or achievements in physical education, interscholastic sport and agency sponsored sport; and other related work experience. There are also societal factors, such as: cultural stereotypes for physical education and sport; the impact of professional recruitment process; perceptions of status and economic rewards in teaching; working conditions and requirements for entering teaching which can
influence an individual’s subjective warrant for teaching (Dewar & Lawson, 1984).

The next chapter will provide a review of literature on socialization into teaching; race/ethnicity and gender in sport and physical education related to the visibility of African American women in sport and physical education; multicultural perspectives in social science research and the paradigmatic perspective in which this study was conducted.
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter I will review literature related to socialization of physical education teachers into teaching; race and ethnicity in sport and physical education as related to visibility for women of color as physical education teachers; multicultural perspectives of research in physical education and sport; and an overview of paradigms with my paradigmatic position within this research process.

Socialization into Physical Education

There are a variety of ways to describe the process of socialization into teaching (Lawson, 1983a; Stroot & Williamson, 1993; Templin & Schempp, 1989). This section of the review provides a discussion of the study of socialization into teaching physical education, an overview of the stages of socialization in research on physical education teachers, and a detailed discussion of recruitment into physical
education. (Dewar & Lawson, 1984; Lawson, 1983a; Templin & Schempp, 1989).

**Perspectives in the Study of Socialization into Physical Education**

Templin and Schempp (1989) have engaged in the study of teacher socialization for the past two decades and contend that the formal study of teacher socialization is in its infancy. Templin and Schempp (1989) described socialization as a dynamic process in which teachers play an active role in the formulation of their beliefs, attitudes and behavior toward teaching. Templin and Schempp (1989) refer to this view of socialization as a dialectic rather than functionalist perspective. The functionalist and dialectic perspectives are representative of two views which have been used to describe the process of socialization.

**Functionalist Perspective of Socialization**

Lacey (1977) described a functionalist perspective of socialization as one that:

- views the individual fitting into the society;
- assumes it is a function of the family (primary socialization) and the school and/or university (secondary socialization) to make the individual fit;
• portrays an individual as a relatively passive entity who will give way to socializing forces; and
• is a process with an end or finite product - the individual, when fully matured, will be capable of taking his or her place in society (Lacey, 1977).

**Dialectic Perspective of Socialization**

Socialization from a dialectic perspective views an individual as an active agent in determining his or her own behavior and destiny (Templin & Schempp, 1989). This means that individuals will determine to some degree which beliefs they will acquire and which they will ignore (Schempp & Graber, 1992).

The next section of this chapter discusses the process of socialization within a dialectic perspective.

**The Process of Socialization for Physical Education Teachers**

Lawson (1983a) presented four assumptions concerning the socialization of physical education teachers. First, the socialization of physical education teachers may be seen as a life-long process. This assumption debunks traditional notions that teacher socialization begins with professional preparation and continues through induction to
teaching. Another important component to this assumption is that it calls attention to early childhood experiences and pre-career experiences which may be linked to teacher socialization.

Second, operations in physical education are institutionalized. In this assumption Lawson (1983a) suggested that would-be and experienced teachers are subject to socialization that is responsible for their acts and reproduces operations. Individuals are typecast into expected/automaton behaviors which are representative of "THE" way of teaching.

Third, socialization is not automatic. While it may be the case in the assumption above that operations in physical education are institutionalized, people in the institution also try to transform them. This assumption is based on the dialectic view of socialization. As a result it can be the case that intended socialization outcomes are different from actual results.

The fourth assumption about socialization presented by Lawson (1983a) is that all teachers face at least three kinds of socialization which can occur simultaneously. The first kind, acculturation, begins at birth and results in concepts such as, common sense and rules of thumb. Some sociologists refer to
acculturation as the development of a societal ideology and what Lawson (1983a) described as, "...a system of dominant meanings carried by all of society's institutions" (p. 4). The second kind of socialization identified by Lawson (1983a) is called professional socialization. Lawson (1983a) described professional socialization as a, "...process by means of which would-be and experienced teachers acquire and maintain the values, sensitivities, skills, and knowledge that are deemed ideal for teaching physical education" (p. 4). The third type of socialization which occurs in teachers is organizational socialization (Lawson, 1983a). Prospective and experienced teachers acquire and maintain the knowledge and skills which are of value to and rewarded by an organization (Lawson, 1983a). According to Lawson (1983a) these three kinds of socialization occur simultaneously and are often incompatible which makes socialization a problematic concept. However, it is Lawson's (1983a) contention that understanding and recognizing the differences in the types of socialization may be helpful in detecting and explaining differential socialization outcomes in prospective and experienced teachers.
Theoretical Models in the Study of Socialization

Stroot and Williamson (1993) identified two major theoretical models which have been used to examine the socialization process of teachers and the contexts in which they work: Fuller's Developmental Teacher Concerns Model and Occupational Socialization.

Fuller's Developmental Teacher Concerns Model

According to Stroot and Williamson (1993) this model has had limited impact on the socialization literature in physical education. It does, however, provide another context in understanding teachers' ability to work within school or university settings. Wendt, Bain, and Jackson (1981) suggested that while Fuller's Concern Model may elicit some of the most powerful variables which could affect teachers' behavior, the model was developed from research on teachers' experiences in classrooms outside of physical education. These authors questioned its use in trying to understand the professional development of teachers of physical education and their professional preparation because of the different environments and classroom problems which exist in physical education (Wendt, Bain, & Jackson, 1981).
Occupational Socialization Model

This is the most prevalent model used to examine the process of socialization into teaching physical education (Stroot & Williamson, 1993). Conducting research with this model, Lawson (1983a, 1983b) and Templin and Schempp (1989) identified three phases of socialization into physical education: (a) recruitment (anticipatory) socialization; (b) professional education (pre-service); and (c) organizational socialization (entry into work). A relationship between recruitment and professional education is characterized by discontinuity where recruits may realize that teaching physical education is not suited to them. The relationship between professional education and entry into work is characterized by continuity because of an assumed correspondence between professional education and actual work (Lawson, 1983a).

While three phases of the process of socialization have been identified in the occupational socialization model, the background literature presented in this chapter is focused on recruitment into teaching/anticipatory socialization. I chose to focus on this phase of socialization because it is the focus of this dissertation.
Recruitment into Teaching/Anticipatory Socialization

Lawson (1983b) argued that, "The socialization of physical education teachers begins in early childhood, results in a subjective warrant for teaching physical education and continues upon entry into teacher education programs" (p. 3). This phase of socialization into teaching is characterized by questions such as: why does one enter physical education? What effect do childhood experiences and one’s education have on an individual’s decision to enter physical education? These are the types of questions that have been of increasing interest to researchers in physical education since the early 1970s (Belka, Lawson, & Lipnickey, 1991; Templin & Schempp, 1989). Templin, Woodford, and Mulling (1982) referred to recruitment as anticipatory socialization. They suggested that sociocultural as well as psychological factors may combine to influence or facilitate an individual’s decision to enter a given field.

Dewar and Lawson (1984) described recruitment as "...the process whereby an individual becomes attracted to and makes the choice of a particular occupation" (p.15). One of the most important questions about the recruitment phase of socialization is, “Why do people choose to enter the field?” Lawson (1983a) suggested
that one way to answer this question was to have an increased understanding of a person’s subjective warrant.

The Subjective Warrant and the Recruitment Phase of Socialization

The subjective warrant is a construct that was conceptualized by Lortie (1975). Dewar and Lawson (1984) and Lortie (1975) theorized that the subjective warrant:

- provides the key to an understanding of recruitment into the profession;
- varies among individuals and is the result of the interaction of an individual’s situational and social factors;
- is an individual’s perception of the skills and abilities necessary for entry into, and performance of work in a specific occupation;
- will be tested by an individual against his or her personal competencies, aspirations, and characteristics.

Lawson (1983a) added that, “An individual’s subjective warrant for teaching consists of his or her perceptions “...of the requirements for teacher education and for actual teaching in schools” (p. 6). He proposed that each person tests her or his aspirations, presumed
competencies, and characteristics against her or his own subjective warrant. This proposition stands in line with the view of socialization as a dialectic perspective (Templin & Schempp, 1988).

Dewar and Lawson (1984) argued that understanding the subjective warrant of potential recruits is an important step in gaining some insight into recruitment to physical education. They stated that the subjective warrants that people have for the profession of physical education are crucial for a complete understanding of recruitment into the profession. Dewar and Lawson (1984) further suggested that understanding recruits' subjective warrants may be useful in measuring the effectiveness of teacher education programs in preparing quality physical education teachers.

**Themes and Resources and the Recruitment Phase of Socialization into Teaching Physical Education**

Templin, Woodford, and Mulling (1982) examined the process of occupational choice within a physical education context using Lortie's (1975) paradigm of occupational choice. Lortie's (1975) paradigm of occupational choice is grounded in the notion that an occupation must possess various recruitment resources to attract an individual (Templin, Woodford & Mulling,
1982). Lortie (1975) identified two types of recruitment resources: (a) attractors and (b) facilitators.

**Attractors.**

Based on Lortie’s (1975) and Templin, Woodford, and Mulling’s (1982) research attractors can be defined as “...the comparative benefits proffered would-be entrants...” (Templin, Woodford, & Mulling, 1982, p. 121). Examples of attractors to the profession can be material benefits such as: money, employment security and social mobility and/or psychic/symbolic benefits such as: prestige, power, and satisfaction.

**Facilitators.**

The second type of recruitment resources are facilitators. These are “...the social mechanisms which help move people into a given occupation” (Templin, Woodford, & Mulling, 1982, p. 121). Facilitators may be exemplified by the influence of significant others, the absence of occupational alternatives, and/or the subjective warrants of recruits (Dewar & Lawson, 1984; Templin, Woodford, & Mulling, 1982).

Lawson (1983a) and Dewar and Lawson (1984) suggested a variety of themes related to recruitment into teaching. The following themes expand upon the
notion of attractors and facilitators conceptualized by Lortie (1975).

**Continuation Theme.**

Students with extensive primary (within the family) and secondary (within school, university, and other organizations) involvement in sport, physical activity, and physical education will be attracted to physical education. Dewar and Lawson (1984) added that recruits into physical education view physical education as a way to continue an association with something which is enjoyable and rewarding.

**Ease of Entrance into Physical Education Programs.**

Dewar and Lawson (1984) suggested that a recruit’s perception of admission standards, academic rigor of the program, the number of years spent in training and the financial resources required to complete training combined with a trend of relatively mediocre high school academic achievement of recruits (Lawson, 1983a; Templin, Woodford & Mulling, 1982) and apparent low entrance requirements of many physical education programs may make teaching physical education one of few career alternatives for some individuals.

**Interpersonal/Service Theme.**

Dewar and Lawson (1984) and Lortie (1975) suggested that recruits into physical education have
the desire to work with and help others and believe that the profession provides a valuable service to society.

Race/Ethnicity and Gender Related to Visibility for African American Women Physical Education Teachers

There are many factors (or barriers) which may explain the lack of visibility of women of color in physical education and sport.

Racism, Sexism and Homophobia as Barriers into Physical Education

Abney and Richey (1991), Acosta (1986) and Coakley (1990) have identified barriers which affect entry into and longevity in physical education and athletics for members of racial/ethnic minority groups. In the research conducted on the barriers and obstacles faced by people of color in sport, physical education, and/or athletics, resounding themes are that racism, sexism, classism, and homophobia have worked to keep women of color out of many coaching jobs or hinder their advancement within the field of athletics (Abney & Richey, 1991; Acosta, 1986; Bredemeier, 1992; Coakley, 1990). Griffin (1992) described the origin of the lesbian stereotype and the political function of homophobia in sport. She suggested that restrictions
placed on women's sport participation throughout the history of western culture has evolved to a point where strong social taboos, such as being called a lesbian, mannish and/or the fear of social disapproval, have a harmful impact for women in sport. She said, "Women in sport and physical education were designated to watch out for..." (Griffin, 1992, p. 252). In their research on the experiences of minorities in sport Abney (1989), Abney and Richey (1991), Coakley (1990) and Green et al., (1981) suggested that institutionalized racism and sexism which is deeply entrenched in the United States have served as the foundation for the existence of barriers and obstacles to entry into and longevity in coaching and teaching.

Lack of Visibility of African American Women in Sport and Physical Education

Abney and Richey (1991) outlined the following factors which they felt resulted in a lack of visibility of African American women.

- Professional occupations in sport and athletics are not perceived as visible goals for/by black women.
- The clustering of black women into specific sports, especially track and field and basketball,
minimizes their exposure and/or experience in a wide variety of sports.

- There is a lack of money for lessons and equipment necessary for sport participation.
- A lack of role models for girls and women interested in sport.
- Colleges and universities lack of affirmative action in relation to varsity sport.
- The lack of available sport and recreational opportunities in geographical areas of minority population concentration.

**Low Participation in Sport by African American Women**

Acosta (1986) pointed to the following factors contribute to low participation and/or presence of black women in sport and physical education.

- The absence of female black role models.
- The idea that black students are naturally gifted in some sports and totally inept in others. This notion is linked to how stereotyping of innate talents limits blacks to a very narrow range of sports in educational and/or athletic environments.
- There is an inadequacy of support mechanisms for assisting minorities with language skills, financial, ethnic and cultural support to decrease
biases which work against the retention of minority people in higher education.

Strategies for Recruiting Women of Color into Physical Education

Abney and Richey (1991) and Acosta (1986) reported that there are few women of color who are students, teachers, and researchers in the academic discipline of physical education. Abney and Richey (1991) and Smith (1993) suggested that the development of strategies, such as: more role models; mentoring relationships, and networking to recruit and retain women of color as students, teachers, and/or researchers in physical education may be a step in the direction of increasing diversity in this field.

Acosta (1986) suggested the following strategies to aid in the recruitment and retention of minorities into sport and physical education.

- By teaching within a multicultural context, high school physical education teachers and coaches have the opportunity to help minority students stay in school.

- Faculty at the university level should work more closely with high school teachers and career counselors to recruit students into higher education.
• Once there, mentoring programs need to be developed for minority students to facilitate their socialization into the university and aid in their retention and graduation. The mentoring programs should involve physical education teachers, coaches and athletic directors. Along these same lines, minority faculty and staff should be mentored and supported in their jobs in order that they may be involved in the mentoring programs.

• The full use of institutional resources for minority students should be encouraged and directed toward these students so they know of their availability and are afforded access to them.

• Effective and innovative job placement programs should be developed. Individuals in leadership and administrative positions at the high school and university levels should work towards ending stereotyping and exploitation of minority athletes and encourage minority participation in all sports.

Smith (1993) stated that positive action must be taken to increase the eligible pool of African American and other ethnic minority students in physical
education. She suggested a number of recruitment and retention goals focused on the socialization processes and improving performance on standardized competency tests. She called upon colleges of education, public schools, and physical education departments to develop commitments to this end and outlined the following strategies for recruitment and retention of ethnic minorities into physical education:

- increase culturally diverse public school and university faculty, socializing agents, and mentors who serve as role models and maintain commitments toward educational excellence and diversity;

- increase financial incentives to encourage interested academically talented students in the forms of scholarships, grants and/or assistantships;

- look to urban areas, historically black colleges and other universities with high ethnic representation in an effort to seek opportunities to recruit a diverse student group;

- anticipatory socialization and academic achievement of prospective college students and physical education teachers can be enhanced by the
creation of partnerships between universities and public schools;

- utilize cooperative and individualized learning strategies in order to help students become interested, responsible, and committed to their own and others' academic success;

- the success of students can be ensured by university and public school faculty, administrators, parents, and students being supportive of and committed to changes in curricular and professional experiences which are more reflective of the diversity within the United States - improved multicultural education and curriculum;

- at the university level teacher education, physical education, liberal arts, science, and humanities curriculum should be improved in ways which enhance personal, social and academic achievement of racially/ethnic diverse students. These improvements and revisions would enhance the personal, social, and academic achievement of students and ensure that students develop adequate conceptual knowledge and critical thinking skills required to be successful while maintaining their self-esteem.
recruitment and retention of multicultural teachers and physical educators may also be enhanced by improving public school contextual teaching environments in urban, suburban, and rural areas.

Research in Physical Education and (Visibility) of Women of Color

The legacy of societal discrimination and absence from powerful and prestigious positions has served as a backdrop to set the stage for the invisibility, silence, and parallel under representation of women of color in sport leadership and scholarship positions. Culturally diverse women represent only 5% or less of all coaching, teaching, and sports administration positions and little scholarship or research on multiethnic women in sport has been published. (Smith, 1992, pp. 229-230).

hooks (1981) and Smith (1992) suggested that the voices of women of color have been silenced by mainstream culture and feminist theory. Trends in research on race in sport have "...traditionally focused on black males..." and research on gender has "...traditionally focused on majority females" (Smith, 1992, p. 229).

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<sup>1</sup> Smith (1993) uses the term multicultural in reference to teachers and physical education teachers as she does in the title of this article.
Multicultural Perspectives in Research in Physical Education

This next section of the review of literature takes into consideration the way in which sport studies scholars’ research and theory development can contribute to an increased understanding of women of color in sport and, perhaps, physical education.

Transforming the Ways We do Research - Toward a Multicultural Approach

A variety of sport studies scholars have taken up the call for research on diversity which embraces the growth of diversity of people in the United States (Acosta, 1986; Allison, 1979, 1982; Allison & Duda, 1990; Birrell, 1989, 1990; Bredemeier, 1992; Smith, 1992). Abney and Richey (1991), Acosta (1986), Birrell (1990), Duda and Allison (1990), and Smith (1992) have suggested that there is a need for research in sport which follows a more critical and multicultural approach. Birrell (1990), Duda and Allison (1990), and Smith (1992) suggested that women of color have been traditionally silenced by mainstream and biased research paradigms and methodologies. Allison (1979), Birrell (1990), Duda and Allison (1990) and Smith (1992) have advocate decreasing mainstream research methodologies, curriculum, textbook development, and
theory development. They advocate of moving toward the use of a multicultural approach which would better reflect the cultural diversity within our society. Birrell (1988, 1990) called for more critical analyses of race and gender in sport. Birrell (1990) suggested that critical analyses and a multicultural approach in sport studies have the potential to address the complexities of race, class, and gender in sport. Dewar (1990) called for a relational analysis of gender in sport because it questions how practices are structured in physical education in ways that may help to legitimate, reproduce, or challenge the social relations of power and privilege that exist in Western, patriarchal societies.

Smith (1992), an African American physical educator, has done research that highlights a tradition of silence and invisibility of women of color in sport. She positioned herself as an African American woman and analyzed various research paradigms. Based on her analysis, she offered suggestions for new theory development which would better address the interests, needs, and experiences of women of color. Smith (1992) called for increased relational research - a form of critical inquiry - increased cultural studies, and scholarship from the position of the outsider-within by
women of color in the academy. Birrell (1990) and Duda and Allison (1990) have also expressed a need to develop and implement critical analyses and research methodologies in sport which will allow for the inclusion of race, gender, class, and ethnicity in an effort to examine the impact of racism, sexism, and classism on the experiences of people of color in sport.

**Characteristics of a Multicultural Approach in Research**

Bredemeier (1992) described four characteristics of a multicultural paradigm and/or approach in social science research.

A multicultural approach is historically situated. This means that theorists recognize that what people come to know, believe and value is dynamically related to the historical context in which they live.

The second characteristic of a multicultural approach in social science research is that theorists operating within this paradigm value the unique features of particular cultural experiences. In valuing these unique features, it is important that particular experiences are not subordinated to universal experiences.

There is a recognition that all cultures are internally pluralistic within a multicultural
framework. Theorists operating within this paradigm recognize that there are numerous variations within cultures.

The fourth characteristic of a multicultural paradigm described by Bredemeier (1992) is the acknowledgment that "...every person is a unique blend of cultural identifications." (p. 194). Not only are there variations across and within cultures, individuals have multicultural identities as well (Birrell, 1990; Bredemeier, 1992; Duda and Allison, 1990; Smith 1992, 1993; and Sparkes 1991). As Bredemeier (1992) stated "To achieve the more holistic, multicultural understanding of human experience... educators and social scientists must draw from a variety of disciplines and perspectives, integrating emphases on individual development, social processes, and personal and group identity." (p. 202).

I believe that we all experience and interpret events, ideas, theories, processes based on our view of the world. The next section provides a brief description of what a paradigm is and the paradigmatic perspective within which this study was conducted.
Paradigms

Patton (1990) referred to paradigms as "...a world view, a general perspective, a way of breaking down the complexity of the real world..." (p. 37). Different paradigms - world views - such as the positivist, interpretive, and critical paradigms described by Sparkes (1992) influence research methods, intentions, and interpretations. Sparkes (1992) stated,

All researchers make assumptions of some kind or other in relation to issues of ontology, epistemology, human nature, and methodology...these assumptions tend to clump together and are given coherence within the frameworks of particular paradigms. What this means is that we cannot, and do not, enter the research process as empty vessels or as blank slates that data imprints itself upon (p. 14).

The paradigm within which this study was conducted is the interpretivist paradigm as described by Sparkes (1992).

**Interpretivist Paradigm**

Sparkes (1992) suggested that the interpretivist paradigm has deep historical roots. Emerging forcefully in the 19th century as a critical reaction to the positivist paradigm in the Social Sciences, interpretivists argue that there are multiple realities and that mind cannot be separated from objects, one another, or from values (Sparkes, 1992). There is a range of research traditions which can be found within the interpretivist paradigm according to Sparkes.
(1992). These traditions go under various names, such as: ethnography, hermeneutics, naturalism, phenomenology, symbolic interactionism, constructivism, ethnomethodology, case study, and qualitative research. Sparkes (1992) described interpretivist researchers as individuals who focus on the intentional and meaningful behavior of people as they attempt to construe the world from the participants' point of view.

**My Paradigmatic Position**

Lather (1994) suggested that different paradigms raise different ethical concerns throughout the research process. As this research project began to take form I found that my paradigmatic position was based on assumptions which exist primarily in the interpretive paradigm as discussed by Sparkes (1992).

**Summary**

Socialization into teaching is a complex and life-long process. The recruitment phase of socialization is critical to understand, since it is at this point when potential physical education teachers would be most likely not to follow through with their decision to become physical education teachers. In light of the changing demographics in the United States, there is increasing diversity in our nation's schools at the
student level. Unfortunately we are not seeing an increase of racial/ethnic diversity among teachers in our nation's school. Operating within an interpretivist paradigm, I have designed this study in an effort to explore and describe the interconnections among race/ethnicity, gender and recruitment into teaching physical education. The purpose of this study, research questions, research design, data collection methods and analyses lend themselves to an interpretivist and multicultural approach to doing research.

I will present the research design, sampling methods, data collection and analysis procedures, and trustworthiness of the study in the next chapter.
CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to explore the connection between race/ethnicity and gender and recruitment into teaching physical education for African American women. This chapter provides an overview of the research design; sampling methods and site selection; data collection methods; process of data analysis; steps taken to establish trustworthiness of the inquiry; and political and ethical implications of doing this type of study.

Research Design

This is a qualitative case study of three African American physical education teachers. As a qualitative case study it was subject to a design and instrumentation which emerged, developed, and unfolded as it happened (Lincoln & Guba, 1985; Patton, 1990). Merriam (1988) defined a qualitative case study as a research design which can be used to systematically
study a phenomenon. Patton (1990) described a qualitative case study as one which seeks to describe a phenomenon, culture, and/or experience in depth and detail, in context and holistically. Patton (1990) and Merriam (1988) suggested that case studies are useful when one needs to understand something in great depth.

I used the qualitative case study design from an interpretive and multicultural perspective for the following reasons. First, I wanted to work with the women who participated in the study to gain an understanding of what, if any, impact race/ethnicity and gender had on their recruitment into physical education. Second, Lawson (1983a) suggested that understanding recruitment is more likely to come from qualitative case studies that allow for deeper biographical probes than studies using experimental or quasi-experimental designs. An important component of this study which led to my decision to do a case study was my desire to work with a particular phenomenon – recruitment into teaching physical education – and work toward an understanding of the impact of race/ethnicity and gender on the process of recruitment into teaching physical education.
Characteristics of Qualitative Case Studies

There is little agreement on what constitutes case study research in terms of design, data collection, and/or analysis methods (Merriam, 1988). Merriam (1988) proposed that qualitative case studies are characterized by "...discovery of new relationships, concepts, and understanding..." (p. 13). Merriam (1988) provided a summary of four characteristics which are essential to qualitative case studies.

First, qualitative case studies are focused on a particular situation, event, program or phenomenon. Merriam (1988) called this characteristic particularistic, suggesting that "...the case itself is important for what it reveals about the phenomenon and for what it might represent" (p. 11).

A second characteristic of qualitative case studies is that they are descriptive. As Merriam stated "...the end product of a case study is rich, thick description of the phenomenon under study." (p. 11).

Illuminating the reader's understanding of the phenomenon under study, qualitative case studies can "...bring about the discovery of new meaning, extend the reader's experience, or confirm what is known."

The fourth characteristic of qualitative case studies is that they are inductive (Merriam, 1988). Data in qualitative studies are analyzed using inductive reasoning. Therefore, "...generalizations, concepts, or hypotheses emerge from an examination of data - data grounded in the context itself." (Merriam, 1988, p. 13).

The case under study in this research was reflective of a particular phenomenon - namely recruitment into teaching physical education. The descriptive characteristic of this qualitative case study resulted in rich description of the process of recruitment for the African American women who participated in this study. Throughout the process of soliciting participants, meeting them, interviewing and observing them, and working with the data collected, I, as reader and researcher, have an increased understanding not only of recruitment into physical education, but also the complexity of the recruitment process for the women who participated in the study. This increased understanding and illumination of meaning of the phenomenon under study lends itself to the heuristic characteristic of qualitative case
studies as described by Merriam (1988). Finally, the inductive characteristic of this research study is reflected in the process of data collection and analysis.

According to Merriam (1988), "...any and all methods of gathering data...can be used in a case study." (p. 10). I have chosen methods of collecting and analyzing data which will enable me to focus on the structure and essence of recruitment into teaching physical education for the African American women who participated in this study.

Sampling Method

Participants in this study were African American women who currently teach physical education at the middle and secondary school levels. I used a form of purposive sampling described by Patton (1990) as snowball, chain sampling. I chose this type of sampling process because it would yield information rich cases (Patton, 1990).

Three women agreed to participate in this study. There was a fourth woman who wanted to participate. Unfortunately she was unable to commit to an interview within the time line established for completion of the study. Merriam (1988) stated that samples in
qualitative research tend to be small, non-random and theoretical.

Entree and Site Selection

Gaining access and entree to potential participants was achieved in a variety of ways. Before contacting possible informants, I was required to present a proposal to the local school board and obtain a letter of introduction to present to the school principal and any other individuals with administrative jurisdiction in the school which the participants are employed. This process was facilitated by administrative staff in the College of Education at the Ohio State University.

I generated a list of possible informants from the faculty in the Teacher Education Section of the School of Health, Physical Education, and Recreation at the Ohio State University. In addition, I contacted the coordinator for physical education in an urban, public school district to assist in the generation of this list.

Once a list of possible informants had been generated, I contacted 19 potential informants at their schools by United States postal service with an informational letter asking if they were interested in participating in this study (Appendix A). Enclosed
with the letter was a brief biographical sheet on which informants were requested to list their home address and telephone number, years of teaching, and racial/ethnic identity. (Appendix B)

Two teachers replied within one week of the mailing. A third woman’s reply was generated within another week after one of the participants told a colleague about the study in more detail. After confirming a time and place for the interview with each participant, I sent them a follow-up letter as a thank you and reminder for the upcoming session (Appendix C).

I traveled to these women’s school or home to do the interviews. Appendix D contains a summary of interview and observation dates. Each participant participated in this study voluntarily and signed an informed consent letter. The informed consent letter highlighted the nature of their involvement in the study and their right to withdraw from the study at any time (Appendix E).

Data Collection Methods

In qualitative research, the researcher is the primary instrument for data collection and analysis (Merriam, 1988). The researcher has been compared to a filter through which data are collected and analyzed.
across a variety of methods (Merriam, 1988). As researcher and primary instrument for data collection, I see myself as a filter in the following manner. Although I have not been certified to teach physical education in schools, I incorporated my personal and professional experiences as an African American woman who has taught, coached, and had administrative responsibilities in collegiate physical education and athletic programs for the past eight years. The following methods of data collection were used: face-to-face, open-ended interviews; a research and reflexive journal; and participant observation.

**Face-to-Face Interviews**

Each participant in this study was interviewed at length by me following the general interview guide approach described by Merriam (1988) and Patton (1990). I used an audio cassette recorder to tape each interview. Subjects were informed of the use of an audio cassette recorder in the informational and informed consent letters they received. The tape recorder was turned off at the participant’s request during the interview if there were any comments she wished to make off the record. The interviews lasted between two and three hours each. It was my hope that the location of the interview be someplace where we
would not be interrupted by telephones, other people, and/or any other type of distraction. However, the reality of scheduling concerns and busy lives that teachers lead resulted in an occasional phone call or school bell ringing during the course of the interview. These distractions did not hinder the flow of the interviews. By using face to face, open-ended interviews, it was my hope that informants describe what is meaningful and salient to/for them as African American women who teach physical education. The information collected from these women provided insight into their experiences, behaviors, and concerns (interpretive paradigmatic assumption) as African American physical education teachers. It also provided ideas which may be used by those concerned with improving the overall visibility of African American in physical education.

**General Interview Guide**

I decided to use the general interview guide approach as described by Patton (1990) in an effort to illuminate the source(s) of problems and concerns related to the recruitment of African American women into physical education. The main characteristic of the general interview guide approach is that the researcher outlines sets of topics and issues related
to the research problem and the focus of the study (Patton, 1990). Merriam (1988) suggested that this type of semi-structured interview “...allows the researcher to respond to the situation at hand, to the emerging world view of the respondent, and to new ideas on the topic.” (p. 74). I shared this outline with informants before the actual interviews. We (the informants and myself) used it as a checklist from which to sequence and word questions during the actual interviews.¹

I based the issues and topics in the general interview guide outline on a review of the sport studies and socialization into teaching physical education literature which was informed by or attempted to deal with issues of race/ethnicity, gender, sexuality and recruitment into teaching physical education.

During the course of each interview the questions as derived from topics and issues in the interview guide outline were aimed at:

* understanding the interpretive processes of informants;

¹ I shared the responsibility for wording and sequencing questions with participants in an effort to work towards a collaborative research process.
• eliciting descriptions of their experiences, behaviors, and actions;
• identifying the cultural characteristics of the person being interviewed (Patton, 1990).

The sequencing and actual wording of the questions developed during the course of each interview, addressing past, present, and future opinions and values of the teachers (Patton, 1990). The general interview guide outline is found in Appendix F.

**Research and Reflexive Journal**

A research and reflexive journal served as a means for recording and reporting new information from peer debriefing sessions, literature reviews, personal experiences, correspondence and member checks. It was also useful in keeping track of my intent, personal biases which occur, and/or change as data are collected, and contained information which will inform data analysis and interpretation. Glesne and Peshkin (1992) discussed how a reflective field log becomes part and parcel to data analysis. The journal was kept in notebooks, on draft versions of the research proposal and dissertation, and notes of correspondence between myself and the dissertation committee. I used file folders and storage boxes to keep all the information in one central place.
Observation of Participants

I made arrangements with the teachers and their school principals to allow me to observe the teachers at work. The observations were for one school day with each participant. It was not my intent to observe their teaching. It was my desire to observe them in their roles as teachers in an effort to contextualize their spoken and written words. If I want to understand the meanings and experiences of women of color who teach physical education, I must have some way of knowing what their day is like at school.

I was not interested in evaluating their teaching style, class management, or other issues related to their "teaching". It was my focus during the observations to note the interactions between these teachers and their students and peers, as African American physical education teachers. For example, I noted how their work day was set up. What types of activities (teaching, administrative work, other types of duties) take what portion of their work day? What type(s) of interaction did they have with other teachers (physical education and/or other subjects)? Links between understanding the context in which they work will be used to contextualize the reasons why they
chose to become physical education teachers during the process of data analysis.

Data Analysis

It is difficult to talk about data collection and analysis separately in a qualitative inquiry due to the emergent nature of the process. "Data collection and analysis is a simultaneous activity in qualitative research" (Merriam, 1988, p. 119). Taking the advice of Glesne and Peshkin (1987) to heart, I worked toward being patient and to use of a reflective field log. Patience and reflexivity are extremely important to data collection and analysis (Glesne & Peshkin, 1992).

As I analyzed the data collected in this study, I sought emergent themes (codes) relevant to the experiences of women of color physical education teachers and the effects of racism, sexism, classism, and homophobia on their professional lives. Glesne and Peshkin (1992) described coding as a progressive process and suggested making a code book, writing memos to yourself, and making analytic files in an effort to keep up with the data and begin to develop preliminary coding schemes.

As data were collected and analyzed in this study, I kept in mind the notion that this entire process
occurred in a relationship between me and the participants and hoped to achieve what Noffke (1990) referred to as a mutual construction of meaning by a process of data analysis which involves increased collaboration between myself and participants in the study. Throughout the data collection and analysis portions of this study it was interesting to reflect on how I, as an African American woman, related to/worked with participants who were also racially/ethnic diverse women.

The data were analyzed as systematically and thoroughly as possible. I looked for what was and was not there. I transcribed the interviews verbatim, kept field notes of the observations, and had information in the research and reflexive journal. Content analysis was used on interview transcriptions and field notes to develop codes and themes.

I read each interview transcript twice making mental notes of emerging patterns (in the answers and the questions) and topics in the data (Bogden & Biklen, 1992). During the third reading of each interview transcript I highlighted patterns and began assigning them codes. Examples of patterns included attractors, occupational choices, influence of significant others and strategies. An example of codes which were
assigned to a pattern is continued involvement in sport as an attractor to teaching physical education. Before reading the interview transcripts a fifth time, I generated a list of codes and related sub-codes and assigned them roman numerals (codes) and roman numerals and letters (sub-codes). Next, I photocopied each participant’s transcript onto a different color paper in order to facilitate distinguishing between cases. During the fifth reading of the interview transcripts, I marked phrases and/or sentences with an abbreviation of the appropriate code and/or sub-code. I labeled manilla file folders with codes and their related sub-codes using the code list as a guide. Interview transcripts were then cut by marked codes and sub-codes and placed in their appropriate folders. I kept one complete copy of each transcript whole in order to refer back to the entire text when, and if, necessary. Upon completion of cutting up the transcripts, I taped the phrases and/or sentences in each folder onto lined paper. I then reread the phrases and sentence fragments and looked for possible linkages and increased clarity in the emerging categories. It was at this point when I also tried to create sentences to link the categories together in order to present the
results. An outline of codes and sub-codes can be found in Appendix G.

As suggested by Patton (1990) I wrote a case study for each person who participated in this study. After writing a case study for each participant, I wrote a cross-case analysis (Patton, 1990) and presented the data based on the cross-case analysis.

When I set about the task of trying to determine how to write Chapter IV, my biggest challenge seemed to be the manner of presentation of the data and representation of the women who told me the data. On the one hand, I was interested in their recruitment into teaching physical education. On the other hand I was interested in how their racial/ethnic identity and gender impacted on this process. In an effort to articulate the results as closely to the experiences and meanings of recruitment into teaching for the women who participated in this study, I decided to present the data stories following the conventions of the realist tale (Van Maanen, 1988).

**Telling the Story - The realist tale**

Describing the realist tale as a form of writing results of fieldwork, Van Maanen (1988) stated, "...a single author typically narrates the realist tale in a dispassionate, third-person voice. On display are the
comings and goings of members of the culture, theoretical coverage of certain features of the culture, and usually a hesitant account of why the work was undertaken in the first place." (p. 45). Van Maanen (1988) suggested that there are four conventions which characterize realist tales: (1) experiential authority; (2) typical form; (3) native’s point of view; and (4) interpretive omnipotence.

The first convention of the realist tale, experiential authority, is related to the extent to which the author is present in the writing of the story. The author is almost completely absent in the finished text leaving what participants in the study present and visible throughout most of the text.

Summarizing this convention of the realist tale, Van Maanen (1988) stated, "The field worker, having finished the job of collecting data, simply vanishes behind a steady descriptive narrative..." (p. 46). As he continued to describe how experiential authority is developed in realist tales, Van Maanen (1988) elaborated on how the tale is set up:

Thus realist tales swallow up the field worker, and by convention the text focuses almost solely on the sayings, doings, and supposed thinking of the people studied. Materials are organized according to topics and problems relevant to the field worker’s conceptual and disciplinary interests. The presence of the author is
relegated to very limited accounts of the conditions of fieldwork (its location, length, research strategies, entrance procedures, etc.) (p. 47).

The next chapter is organized around themes and concepts associated with (a) the recruitment phase of socialization into teaching; (b) racism, sexism, and/or homophobia as barriers to becoming teachers; and (c) recruitment and retention strategies for African Americans in physical education. In an effort to depict a realist perspective of the women of the experiences of the women who participated in this study, my voice is mostly absent from the text.

The second convention which characterizes a realist tale is referred to as typical forms. Van Maanen (1988) described realist tales as having a "...documentary styled focus on minute, sometimes precious, but thoroughly mundane details of everyday life among the people studied." (p. 48). I do attempt to focus on the details of these teachers thoroughly and systematically. Thus the data story in chapter IV follows Van Maanen’s (1988) description of this second convention of realist tales.

Van Maanen (1988) called the third convention which characterizes the realist tale the native’s point of view. As I began to organize the case studies, I
found myself "...at pains to produce the native's point of view." (Van Maanen, p. 49). Van Maanen (1988) further suggested that writers of realist tales attempt to present the native's point of view by using "extensive, closely edited quotations..." (p. 49). In chapter IV I have not only organized the data around themes associated with recruitment and retention, but have also used as many excerpts direct from the interview transcripts as possible to illustrate the themes. The quotations were chosen in order of the best fit to the theme regardless of their position (order) in the interview itself. I also attempted to present the participants' thoughts, feelings and actions in the data story. As I realized how much I was editing and shifting the text of the interview to fit into chapter IV, I saw more of a connection to this convention of the realist tale.

Interpretive omnipotence is the fourth convention which characterizes a realist tale according to Van Maanen (1988). Ultimately this convention is best described in terms of the author, researcher having the final word on how the culture, phenomenon should be interpreted and presented. One way in which this convention of the realist tale works is by tying cultural description to a theoretical problem (Van
Maanen, 1988). This is what I have done by writing this dissertation. I have stated a problem, provided a theoretical framework which is related to the problem, collected some data, and attempted to depict the data story in a way which addresses the problem. As the narrator of the story, I am speaking for the women who participated in this study. Yet, I am doing so as an observer with a theoretical framework while attempting to tell all and know all. This is how I have reflected on my role in creating this study and writing the data story. Van Maanen’s (1988) description of the realist tale is fitting to the manner in which I have chosen to write the data story.

Political and Ethical Implications of Doing This Study

Glesne and Feshkin (1992) described writing as a political act. The research and reflexive journal, peer debriefing, and member checks were used by me to keep track of personal biases as they interacted with and effected the interpretation of the data during analysis and writing the narrative. I also submitted the study proposal to the Human Subjects Review Committee for research in the behavioral and social sciences at The Ohio State University for their approval.
Multiplicity of Voice - Whose story is this anyway?

"In a world of multiple realities, multiple truths can exist." (Sparkes, 1992, p. 36). Sparkes (1995) articulated a dilemma and tension I have felt throughout this entire research process when he said, "Given qualitative researchers' basic assumptions and interests, the creation of authoritative texts for these researchers is extremely problematic and a source of constant tension. This is particularly so in relation to the issue of 'voice(s)' in the text." (p. 162). Sparkes (1995) stated that it is interesting to note such a wide use of realist tales in qualitative inquiry in light of this tension over voices in the text. Sparkes (1995) further stated, "Although the voices of subjects are certainly present in realist tales, they are usually orchestrated to serve the theoretical needs of an absent, disembodied author. As a consequence, there is often a tendency to produce texts that portray people as 'flat' unidimensional, highly stable, and predictable characters as opposed to multidimensional, 'rounded' characters." (p. 164).

These statements do not render realist tales useless and inappropriate. They serve purposes in their own right by contributing to understanding cultures, concepts and phenomena in physical education and sport
(Sparkes, 1995). However, the absent author in the realist tale stands as a paradox to one of the central tenets of qualitative inquiry espoused by Lincoln and Guba (1985) - the researcher as instrument. If the researcher in qualitative studies is engaged at all levels of the inquiry, how is it that he/she can be absent from the telling of the story? Sparkes (1995) suggests that the researcher should be "written into, not out of, the text." (p. 165). There are other types of tales which offer alternative ways for authors/researchers to position themselves within the text. Sparkes (1995) suggested that researchers in physical education and sport might consider "experimental writing" (p. 168). Experimental writing or writing tales in addition to the realist tale may provide researchers/authors a means for including/identifying their position within the text and developing multidimensional understanding of the concepts, cultures, and/or phenomena under investigation in our studies. Richardson (1990) and Sparkes (1991, 1992, 1995) discuss issues related to writing strategies and representation in qualitative research in greater detail.

I modified the realist tale in the final chapter of this dissertation as I consolidated the results and
offered my interpretation(s) of what the realist tale (chapter IV) does and doesn’t mean. Writing a discussion of results in Chapter V afforded me the opportunity not only to highlight social, psychological and situational factors linked to recruitment into teaching for the women who participated in this study, it also allowed me an opportunity to search for (reflect on) some of the multidimensional facets of the intersection of race/ethnicity and gender on the recruitment process.

Trustworthiness

Sheurich (1992) suggested that trustworthiness establishes legitimacy. He also suggested that the demonstration of trustworthiness of data make it believable and worthy of being known. The importance of ensuring trustworthiness of the data is embedded in some of the most important power, political, and ethical issues in research. As such, much of the politics and ethics which surround trustworthiness of data can be linked to the notion of who gets to determine if these data are trustworthy and subsequently legitimate.

In an effort to ensure trustworthiness of the data collected and analyzed in this study the following
factors were considered and integrated into the research process.

Time

Glesne and Peshkin (1992) have advised researchers to allow time to be on their side. It took two years to complete this study. I spent much of this time reflecting on the meaning of recruitment into teaching physical education in my own mind. Then after data had been collected, I listened to the taped interviews and read my observation notes two to three times before transcribing them. I wanted to become as familiar with the data as possible. I also spent as much time before and after school as possible with the participants in order to become more familiar with them as individuals - not simply participants in a study.

Triangulating Methods and Findings

Glesne and Peshkin (1992), Lincoln and Guba (1989) have advocated triangulating methods and findings along with being continually alert to your own subjectivity and biases. These authors believed this to be important in establishing trustworthiness of an inquiry. Therefore, I decided to use a variety of methods for collecting data: Face to face interviews; Observation of participants; and a Research and Reflexive Journal. A description of these methods for
collecting data can be found earlier in this chapter within the data collection section. Having a variety of data collection methods is exemplary of triangulation which is advocated by Lincoln and Guba (1985) and Patton (1990) in order to arrive at thick description.

**Peer Debriefing**

Glesne and Peshkin (1992) and Lincoln and Guba (1985) suggested to use peer debriefing in the development of codes and interpretation of field notes. Members of my dissertation committee and fellow doctoral students will be involved in reading proposal and dissertation drafts.

**Member Checks**

Glesne and Peshkin (1992) and Lincoln and Guba (1985, 1989) are advocates for using member checks to work toward ensuring trustworthiness of data. Member checks were accomplished by asking each participant to review the verbatim transcription of their interview with an opportunity to check that I heard them correctly. I asked each participant to write down any corrections, additions, and/or deletions they have onto the transcripts. Participants were provided with a postage paid return envelope to return the transcript
to me. An example of the first member check letter can be found in Appendix II.

After the cross-case analysis was completed and the narrative data story was created, I sent a draft of Chapter IV to each participant. I asked each participant to read this draft and edit it for clarity and verity. The second member check letter can be found in Appendix I. Member checks took place via United States mail at my expense. I had conversations with participants over the telephone to follow up with any questions as was necessary.

**Research and Reflexive Journal**

I have been keeping a journal for the past 2 years and continued keeping one throughout the research project. I was able to check on the evolution of this project in the journal. It was also a place where I wrote notes to myself on areas where I have personal biases and thoughts on the evolution of this study. As the data were analyzed and data stories were created, I incorporated information generated from the member checks, peer debriefing sessions, and the research and reflexive journal.

The next chapter contains a description of each participant in the study. It also contains a realist tale comprised of cross-case analysis conceptualized
around emergent themes related to recruitment into teaching physical education; racism, sexism and/or homophobia as barriers to becoming physical education teachers; and suggested strategies for recruitment and retention of African American women into teaching physical education.
CHAPTER IV
PRESENTATION OF RESULTS

Introduction

The results are presented in this chapter in the following manner. Each participant is presented with a description of their family, educational and professional backgrounds followed by a thematic presentation of results based on the research questions.

The Participants - All About Me...

Each of the participants in this study taught physical education and/or health in a large, urban school district. Two women taught in high schools and one woman taught in a middle school. The school district is divided into four quadrants - Northeast, Northwest, Southeast, and Southwest. The women who participated in this study taught in different quadrants. The student body of each school was racially/ethnically mixed. The participants are presented in the order in which they were interviewed. In order to protect their anonymity, I used pseudonyms for each of the participants and their schools.
Tamu

Tamu is an African American woman who teaches physical education at Ridgeway High School. She has been teaching at this school for ten years. Tamu has her bachelors and masters degrees in physical education.

Tamu was raised in a small town about three hours northeast of where she teaches. When asked to describe her family background she said “...I’m from a big family. I have 8 brothers and sisters.” Her father was a business man who passed away about eight years ago. Her mother and maternal grandmother are still alive. She is recently divorced and has a five year old daughter.

Tamu knew she wanted to be a teacher when she was in high school. Her first career choice was to become an art teacher. She said,

When I was in high school..first I wanted to be an art teacher because I like...was good in art. But then there were certain parts of art I didn’t like... I said, well, if I’m going to be an art teacher, I got to do everything. So I got tired of art.

While in high school, Tamu ran track and played on the girls basketball team. Her enjoyment of sport and desire to teach directed her toward college to become a physical education teacher. Talking about her desire to go to school to become a physical education teacher, Tamu said,

I made up my mind when I was going to school [high]. I told my parents...whatever. I would go to school and I want to be a phys. ed. teacher and phys. ed. major.
And I just basically did that. I went to school for that.

She began her collegiate career at a branch campus of the state university in her home state and lived at home while enrolled there. After two years she transferred to a university about a forty-five minute drive from her parents' home. She traveled home on the weekends to attend church and visit with her family. She received her Bachelor of Science degree in Physical Education, Recreation and Health and began a series of substitute teaching positions for four years. Tamu has taught at every level in K - 12 at some point in her life. She and her husband lived in two states before moving to the state in which she currently resides. When I asked her what ultimately brought her and her family to this city, she said,

...we moved here because a young lady at camp was telling my husband about a job that her dad had for him...so I came here with him and then I eventually applied for a job...as soon as I moved here...three months after, I had a job lined up...moved right into the system. I’ve been here 10 years and working for 10 years.

When probed further about how she got into the city school district in which this study took place, Tamu responded

I really didn’t want to sub. I was tired of subbing...someone in my church knew one of the guys was hiring for the ‘X’ Public Schools. He told me to call them. I called them and told them my situation. They told me right away there’s a principal at Ridgeway High School and she’s looking for a phys. ed. teacher. God blessed me richly and I got in right away.
In her first three years at Ridgeway, Tamu taught health and physical education. She is currently teaching physical education. Ridgeway High School has an enrollment of approximately 600 students, and Tamu is the only physical education teacher in the school. When describing her school environment she said, “I’m all by myself right now. There’s no male teacher...I guess they figured, you know, they don’t need another teacher.” While being the only physical education teacher presents some administrative challenges to her, Tamu enjoys it to the extent that it allows her to be free to do what she likes in her classes.

**Charlene**

Charlene is an African American woman who teaches health and physical education at Rogers High School. She has been teaching in this school district for two years. She received her bachelors degree and teacher’s certificate in health and physical education from a large, urban university approximately two hours north of the city in which she currently resides and teaches.

Charlene grew up in the inner city and is one of six brothers and sisters. When asked to describe herself and her family background, Charlene said “I grew up...actually within the city...I grew up in the projects. Later on we moved to a house on the East Side.” Charlene is married and lives with her husband in the city in which she teaches.
Talking about how she eventually decided to go to college, Charlene stated:

I was going to go into the service, but my dad told me not to go because he thought I would get court martialed. So I went to school. I got a scholarship [for swimming]. I decided to go to college where the money was...I knew I wanted to do something with my life. I wanted to make enough money to be comfortable.

Charlene was an athlete in high school and college. However, she was not initially interested in becoming a physical education teacher when she first went to college. When we talked about her career goals upon entering college, Charlene said,

I wasn’t going to be a physical education and health teacher. I was actually going to be in public service. I wanted to... I was probably thinking about going into politics because I heard that politicians make a lot of money. Then I went into politics. I didn’t like it.

Early in her college career, Charlene took a lot of general physical education classes. A counselor in college suggested she consider majoring in physical education. Talking about this phase of her collegiate career, Charlene said,

I always like to try something new. So I was trying all these different classes. My counselor said, you know you’re trying all these physical education classes, are you sure you don’t want to be a physical education teacher or something like that? I thought about it and that’s how I got into it...

She had three job interviews before accepting her first job offer to teach health and physical education at Rogers High School. She was offered a letter of intent by a
recruiter from the school district in which this study took place during an on campus interview her senior year in college. When I asked Charlene which grade levels she had taught, she replied,

I chose elementary and high school for my teaching experiences. I liked...I prefer...I don’t mind...I don’t care where I teach as long as...I prefer not to teach middle school. But I prefer elementary and high school a lot.

Rogers High School is a large school with an enrollment of approximately 900 students. Charlene estimated that there were approximately 60% African American, 35% Caucasian, and 4% other racial/ethnic minorities enrolled in Rogers High School. She is one of two physical education teachers at Rogers. The other physical education teacher is a white male with whom Charlene says she has a good working relationship. Describing her teaching schedule, Charlene said:

I don’t teach very much phys. ed. My last semester I taught two classes. This semester I teach one class. That’s for me the thing I’ve been cheated on because I love phys. ed. But I also like health. I’m more of a health promotion person now using physical education as a means for health promotion versus physical education - doing physical education for physical education means. So I’m really a health person doing activity as a means of total health.

Her duties and responsibilities at Rogers include being department chairperson; coaching girls’ softball and volleyball (last school year); supervising lunch; and doing hall duty.
Theresa

Theresa teaches physical education at Parsons Middle School. When asked to describe her family and educational background, Theresa stated,

I grew up with three brothers. I was the only girl. Parents, both my father who was remarried during the course of our childhood, so I have a stepfather as well. I grew up in the inner city. Graduated from high school early, a year early...I’m married. I’ve been married for 2 years now. No children of my own, although I am the guardian of a child. She’s my parents’ godchild. So I am her legal guardian.

Talking further about her education beyond high school, Theresa said,

I went to (a large state university) in 1980...I was the first person in my family to go to college first of all...It’s at least an 8 hour drive from my parents’ house. So I grew up quickly. I was only 16 when I first arrived on campus.

Theresa knew “in sixth grade I was going to be a phys. ed. person.” Theresa started college when she was sixteen years old and was enrolled in a basic studies program prior to declaring her academic major. Although her intent was to major in physical education, an academic counselor established her major as health education. She described her first year in college:

Well originally when I went down I was in a special program... And so my first semester there was geared toward that program and plus your general studies like Math, English, Social Studies, those kinds of things. So my second semester I went to my advisor, I told her I wanted to major in Physical Education. And she put me in Health Education curriculum. So being naive, you know you don’t argue... So I registered the following
semester for three courses under Health Ed. Did pretty good. Decided, well, maybe this person knows... So I stayed in the Health Education curriculum. I got my degree in Health Education. Although in sixth grade I did decide I wanted to be a phys. ed. person.

Four years passed between graduating and finding her first permanent position in teaching. She stated:

After I graduated, [I] couldn’t find a job. Started subbing. I subbed for a year...then they had a big strike and I was on pretty permanently for the first year. Then all those people came back and you have to go through that whole cycle of being laid off. So during that time I decided I’m going to go back to school. So I went back to grad. school in ’85 for one year under the counseling education curriculum. Then I went into the service. So I never finished the master’s in counseling. After I did the service I moved to a small town in Illinois...started subbing there and then I did some group home kind of work. I was a social worker. And then I arrived here in “x” (city in which she currently resides) in ’88...not being able to find a job right away took me into different areas. I went into the military. I worked with troubled teens. So I’ve been through different paths out of necessity. You gotta eat...You gotta eat...So those...life changes make those decisions for me, but I persevered. I continued to keep up certification and eventually I landed a job. I didn’t get my first job until four years after I graduated from college.

About eight years ago, a friend of Theresa’s suggested she attend a job fair. During that job fair she was offered two positions teaching physical education. She was actually offered another job closer to home but turned the offer down because she would have had to get certified to teach
swimming within six weeks of getting hired - a situation into which she did not want to put herself.

Theresa likes Parsons Middle School. Although she was not certified to teach physical education in this state when she was hired, the administration of the school and the district were willing to allow her time to take the appropriate courses required for certification during her first few years on the job. She described coming to Parsons in the following manner:

I like Parsons. My first year here it was probably the year that either made or broke me. I was very fortunate to have an administrator whose background was in physical education. He was a Ph.D. person. And he...he didn’t have a whole lot of restrictions or how to do things. He came in. He gave me the confidence in myself to just do the job. He would lay out things and say well this is what we need. Go about it your way or I can give you some pointers and that kind of thing. So I think that made the difference for me in that I was able to come in and make either mistakes or do what was necessary and just try to do things at my pace or the way that I knew how to do it. And plus the guy that I team teach with, he was here at the time. Those two elements together made it a positive experience for me. (Theresa)

Theresa teaches with an African American man. It was quite apparent during my observation that he and Theresa work well together as evidenced by the following excerpt from my observation-field log: "Theresa has a sixth, seventh and eighth sense when to intervene in student led practice. She enjoys this. You can tell by the tone of her voice."
Mr. P. and she work as a team." (researcher’s log - May 18, 1995). Talking about her school schedule Theresa said,

I...we teach six classes a day. We have an intramural program that we put on at lunch time...and then I coach track. This is my fifth, fourth year as the head coach. My first year I was the assistant. Then the assistant moved on to be an administrator. So that moved me up.

What Attracted the Women of Color who Participated in this Study to Become Physical Education Teachers?

The women who participated in this study described a variety of reasons for being attracted to teaching physical education. The most consistent factor which contributed to their decision to become teachers and persistence in achieving that goal was the influence and support of significant others, namely: family; teachers/coaches; and a school counselor.

**Family**

Theresa and Tamu cited family members as factors in choosing teaching as a career. Charlene’s family members had a mixed reaction to her choice of teaching for a career. Tamu’s parents encouraged her to go to college but did not tell her what she should or shouldn’t major in. When she told them that she wanted to become a physical education teacher they were supportive of that decision.

My parents...you know there’s 9 of us. I’m the sixth child. Some of my brothers and sisters had already gone to college and they got me the aid or helped me. They encouraged me to go. They
weren’t really the type to sit down and say...now what you going to do...now you sure you want to... They weren’t the type to sit down and just lay it out. Whatever I wanted to do was fine. As long as I went to school. They really didn’t have a whole lot to say. It was just okay.... They didn’t ask me no questions. They probably knew because I just like sports. They knew I was in sports and athletics. So, maybe they figured that’s why she wants to do it. They probably figured that. I never asked them. They really didn’t share any extra questions with me...that I remember. (Tamu)

Theresa’s parents were very influential and supportive in her decision to go to college. She described her parents’ influence in any and all decisions she and her siblings made. When talking about individuals who played a key role in her decision to become a teacher, Theresa stated:

Probably my parents more than anything because they always...they allowed us to do whatever it is that we wanted to do. But the had one rule. If you start it, you got to finish it....And so when you made a decision, you had to stick with it unless you found an alternative that was just as good as the original one you started with. And so that little piece of you got to stick in there until the end helped me make my decision.

Theresa also talked about how her brothers were influential in her decision to become a physical education teacher. Speaking about her brothers she said, “...I grew up around all boys and everybody was physical. You had to play football and basketball. You know you had to do it all. And that kind of helped.”
Charlene’s parents were supportive of her going to college, but had a mixed reaction to her decision to become a physical education teacher. When asked to talk more about her family’s reaction to her decision to major in physical education and become a teacher, Charlene responded:

It was a mixed reaction probably in all. No one was really supportive...I was always a rebel of the entire family...And so...my mom was just really not for it. My dad was really the only person who would say I think you should go for it. My dad was the really the only person who would say I think you should whatever you think is best. That’s what I did. He was really the only person who said go for it. I think that you can do it. I think it’s a good idea. My mom just didn’t think that that was for me, I guess. I think every parent wants their child to be successful and to make lots of money. And I don’t know...So I just went on and did what I wanted to do. It kind of hurt, but at the same time you just get sick of it and I did what I wanted to do. And that made me happy....They said we want you...The main thing they said to me was we want you to be happy wherever you go. I said, this is going to make me happy. And that’s what I did. (Charlene)

**Teachers and/or Coaches**

Two of the three (Theresa and Tamu) noted that teachers and coaches played a role in their decision. Tamu was extremely influenced by a physical education teacher in high school who was also her basketball coach, as she responded to that question in the following way: “I guess my main thing is my phys. ed teacher...my coaches in high school inspired me to be a phys. ed. teacher....also the coaches
were my phys. ed. teachers as well. The ladies who did coach the basketball and track were my phys. ed. teachers. I kind of was like influenced by them."

Theresa was influenced by an African American teacher she (and her brothers) had in sixth grade contributed to her perseverance in pursuing her teacher’s certificate. Talking about this teacher, Theresa said,

"Every member of my family had her....She knows us very, very well. She was the kind of teacher that you’d hate to have her call your parents...She treated us like our parents did....You knew that you could not get away with anything less than excellence under her guidance...and so that...it made a difference. It really made a difference. I think in a whole lot of us.

While Tamu and Theresa’s family and teachers influenced their decision to become physical education teachers, Charlene’s decision to teach physical education was facilitated by a college counselor who advised her to consider a career teaching physical education. Talking about her first few semesters in college, Charlene said,

"I always like to try something new. So I was trying all these different classes. My counselor said, you know you’re trying all these physical education classes, are you sure you don’t want to be a physical education teacher or something like that? I thought about it and that’s how I got into it....There was really nobody else who...that counselor was the one person who gave me, I guess, the confidence I needed to pursue that."
Job Attractors

As participants reflected on their decision to become physical education teachers, they described a variety of attractors that reinforced their career decision: (a) job flexibility; (b) money; (c) helping others and respect from students; (d) enjoyment of and continued involvement in sport; and (e) the prestige of teaching.

Job Flexibility

Job flexibility was an important attractor for Theresa and Charlene. Describing one of the reasons why she was glad that she decided to become a teacher, Theresa emphatically stated, "...you look at your job and you say you only work 180 days a year." Theresa has come to the realization that job flexibility has increasingly made teaching physical education more attractive to her. Having recently started a business in personal training, Theresa said the following:

...this year personally has been the most rewarding for me in terms of physical education...I can take those skills and do something else with them (especially during the summer months)...So, it's been an all around lifestyle change for me - totally.

Charlene talked about how becoming a physical education teacher has also prepared her for other jobs:

If I don't want to work in teaching, I have...my certification leads to a place where I can go anywhere. I have enough experience to be able to do something else with my life besides being in a job that I hate. Because if I don't want to work
in teaching, I have...my certification leads to a place where I can go anywhere...There's just so much I can do with my job. (Charlene)

Money

Theresa and Tamu described money as an attractor to teaching from different perspectives. Theresa viewed teaching physical education as a profession in which there was not only flexibility, but also an opportunity to make a decent salary. She said:

Teaching, traditionally has not been a profession that has lent itself to the notion where you can make some money in it. I believe that...first and foremost we need to get rid of that stereotype because I don't believe it's true. I really don't believe that that's true because there are so many options in teaching whether you're a math teacher, science... There are so many other things that - outside of the classroom that will pay you. So for a kid to graduate from college and come in and make 30,000 dollars for a first year teacher working 180 days. How come that's not a lot of money? Somebody tell me why isn't that a lot of money? I don't know anywhere else you're going to make that kind of money and have three months off, every weekend, and plus you have the potential to do other things that interest you where you're going to be compensated for.

However, Charlene seemed to be in a position where she had to defend her occupational choice to her mother based on her mother's perception how much money she could earn teaching:

...even my mom didn't want me to go into teaching. She's like, you're never going to make any money doing that. I was like, I don't really care. I didn't really think about it...It was obviously more than I was earning at that point in time...sometimes money is not important. (Charlene)
Helping Others and Respect From Students

Charlene described how she saw her position and role as an African American teacher as critical in helping African American students.

I want to make a kid feel successful... as an African American I know what my needs are and what my needs were and what my children’s needs will probably be, and I want to keep in touch with that. My being in a position to help is more important because I believe - as it is with most physical education and health teachers - that phys. ed. and health teachers go into that because they have a hidden agenda. Most of them probably had a bad experience with health or phys. ed. Or most of them probably had some type of experience where they think - Ms...I really like health because when I was a little kid I got all these cavities. My mouth was filled with cavities and fillings. I was metal mouth... That made me think - man - there’s got to be a way for me to reach these people. I think health and phys. ed. is one of the best ways to do it. (Charlene)

As she continued to describe what continues to give her the most pleasure in her to teaching, Charlene stated, “The respect I get from my students.”

Enjoyment of and Continued Involvement in Sport

Both Theresa and Tamu’s continued involvement in sport were important attractors to teaching physical education. Tamu spoke at length about how much she enjoys sport and physical activity in relation to her decision to become a physical education teacher.

Then I got involved in sports. I played basketball. Women’s basketball...you know high school. Here’s an opportunity to continue doing what you enjoy doing...teaching....teaching....and you also have an opportunity to continue doing what you’re doing...you
can continue your workout and exercise along with them. Learn with them. It becomes a part of you. I'm still...I love sports to this day. Any kind of gathering or I go somewhere there's a gym I get excited. Something about a gym. It's something about any kind of physical thing...I just love sport. I just love activities that involves some kind of skill, movement or a ball or whatever. That excites me. I don't care how old. I hope I'll be able to do that when I'm 80, if I live that long. I want to always be active in some kind of sport. Doing something, especially volleyball and basketball and some other sports, tennis...I hope I can physically in the fifties do some of the stuff I do now. (Tamu)

Talking about her decision to teach physical education, Theresa also talked about how her continued involvement in sport and physical activity has allowed her to develop professionally and personally in more ways than one.

So I thought what better way to make a living and do the things you enjoy. So that was my first step toward getting into phys. ed...I'm totally overwhelmed by the whole aspect of fitness and physical education. I've been able to do some personal training. (Theresa)

**The Prestige of Teaching**

Only Tamu perceived the power and prestige of being a physical education teacher as an attractor. She talked about her high school physical education and sport experience and the respect and prestige she believed her teachers had:

I guess I was impressed with them...I like the authority they had. They were real disciplinarians...I liked that position she had. An authority...telling people get ready - here we go!...I respected her highly. I was scared to death of her...I liked that...It helped discipline me. Her strict discipline helped discipline me all around my life. Changed my grades around....I
was attracted to the discipline of basketball and sports... all that added to my enthusiasm about being maybe a PE teacher or you know in sports... I enjoyed the authority and the positions they had over me... all that inspired me. (Tamu)

What Impact, If Any, did Racism, Sexism and/or Homophobia Have Upon Their Decision to Enter the Field?

Although an individual may decide they want to become a physical education teacher and have been attracted to the field for a variety of reasons, I asked the women who participated in this study to talk about their understanding of stereotyping of physical education teachers and any experience(s) they might have had with racism, sexism and/or homophobia while in college in effort to understand if they (the stereotypes, racism, sexism or homophobia) were barriers to obtaining their degrees.

Stereotypes about Physical Education Teachers

At the point in the interviews and during conversations held when I visited them at school, each of the participants was able to describe stereotype(s) they had heard associated with women teaching physical education. The stereotypes they associated with teaching physical education most often were ones linked with sexuality, marital status and perceptions of a woman’s physicality.
Lesbians, Manly and Single

Tamu and Theresa mentioned that the biggest stereotype they had heard and/or seen associated with physical education teachers is that they are all lesbians, single, manly or tomboys.

Well, I can tell you when I was in school. The two females I was telling you about who inspired me to be a phys. ed. teacher, they were mannish. Kids would say they were lesbians. Some of the kids were supposed to have been close to the coach. Those kinds of rumors and stuff that went on. I never saw anything, but these are the kinds of rumors that phys. ed. teachers get. I know that they are... tomboy or lesbian...manly...tomboy, single...it looks like they’re single, probably not married or get married, don’t wear dresses... Those are basically the ones [stereotypes] - tomboy, manly, single, lesbian, whatever. (Tamu)

The biggest one is most phys. ed. teachers are lesbians. They don’t have children. They don’t get married. You know, those kinds of things. Those are the ones that stand out in my mind, along with they’re athletic. Yeah, those are the ones I hear with some degree of commonality. (Theresa)

Dumb Jock Syndrome

While she didn’t recall much stereotyping of physical education teachers in her experience, Charlene related her perception of how being considered a dumb jock was a stereotype associated with physical education teachers.

I’ve sometimes hear you’re a jock. The dumb jock syndrome which is totally untrue, especially for me. I really haven’t seen that much stereotyping as far as being a phys. ed. teacher. I don’t dress like the typical physical education teacher because I want my students to also to see that you can participate in sports no matter what you wear... I want my kids to see that I don’t want you perpetuating an image, just
because I’m black and that I’m female and I’m an athlete that I can play basketball. (Charlene)

**Racism, Sexism, Homophobia in College**

When I asked Charlene, Tamu and Theresa to talk about experiences they had with racism, sexism or homophobia after their decision to become physical education teachers, they were hard pressed to remember there being any problems associated with their decision to teach physical education. The few incidents they could remember were related to their perceptions of racist/sexist behavior toward them during student teaching experiences or in their current positions.

**Racism, Sexism, Homophobia in College - Not an Issue**

Tamu, Theresa and Charlene had the following to say about their experience(s) and feeling(s) about sexuality, racism and/or sexism.

The other issues in terms of sexuality and even the whole harassment and that kind of thing, I don’t have the same kinds of concerns and issues and maybe other people have when it comes to the profession. I look at it in the same light that the math teacher does… that the science teacher does. My job is important too. (Theresa)

No one has ever called me that [lesbian]. No, I’ve never been a target or no one has ever insinuated. Growing up a tom boy, other females that I hung with sports wise or even the ones who weren’t very athletic. Coming up, growing up I was called maybe a tomboy or whatever because I was good at sports. As far as being homophobic or anything like that, no - that’s never been directed to me… Not in my profession. I’ve never had that directed towards me as far as students or teachers or anything like that. No. (Tamu)
Sexism from my professors?... No, not really. I really had the most astute, honest professors that can be. (Charlene)

What impact, If Any, Did (Other) Issues Related to Race/Ethnicity and/or Gender Have Upon Their Decisions to Become Physical Education Teachers?

In an effort to better understand the nature of their collegiate experience in relation to other issues of race/ethnicity and/or gender which could have impacted on their career choices, I asked Tamu, Charlene and Theresa to talk about the racial/ethnic and gender composition of their university and major area. This portion of the interview was aimed at gathering an increased understanding about their collegiate experience and what may have helped them matriculate and get their degrees. Each of the women had a different response to this line of questioning. Theresa described how she appreciated and felt supported by the large size of the African American community at her undergraduate institution. Charlene discussed her experience of spending time with people from a variety of cultures and avoiding cliques as important in her college experience. Tamu’s college experience was focused on getting good grades by avoiding things which she felt would distract her from that goal. She also felt supported by being close to home.
Community and Academic Support for and among African American Students

Theresa emphasized how positive and supportive the academic and African American community were at her undergraduate college.

Southern was a very good experience for me... I mean it’s a large campus, but the African American population was very, very visible which made it a much pleasanter environment for me. (Theresa)

Interviewer: You felt like you had some kind of community?

Oh yeah, big time. Even the locals...are very visible. (Theresa)

Avoiding Clique – Having a Rich Life among Diverse Friends

Charlene’s experience with racial/ethnic issues was more mixed than Theresa’s. Talking about life, in general, as an African American student in college, Charlene said:

There were lots of positives. There were lots of negatives. I met some good people. People I still keep in touch with. Through swimming it was really an enjoyable time. I also learned a lot about myself... I set about achieving my goals. That became the focus of my life at that point. But I never really had many friends in college. I mean I never fit in with any one click. In a way I was kind of sad then, but looking back I’m really happy. I really think that’s a unique aspect because I’m not...no one can classify me as any one thing. She’s this way...she’s that way. I had some African American friends. I had some white friends. And then, I think it made my life more rich as a result of having friends who were all of different cultures. One of the negative things though was when I first went there, I knew right off...that I couldn’t hang out with the African American people because they all had the mind set - we should get it because we’re African
Americans... But I also didn’t fit in with the white people either because I used to have to hear all these racist remarks... In my mind I said you could say whatever you want and believe whatever you want. (Charlene)

Being Close to Home and Getting Good Grades

Tamu did not discuss race/ethnicity and/or gender as an issue in her college programs. Her collegiate experience seemed to evolve primarily around her desire to get good grades, especially after she transferred to her second college. Being close to home was also an important aspect of her collegiate experience.

It’s a small school. Everybody was kind of close and you kind of knew everybody. I liked that. I also played basketball on the women’s team. We had a really good two years...It was nice. Like I said, that school was nice because it was my start and I was still living at home. So it wasn’t like I got homesick or anything. I’m home. I go home and do my homework and go back to college and hang out with friends. It was nice. It was nice, small college atmosphere. I liked that. That was my first two years. (Tamu)

Hanging With Smart Kids and Avoiding the Party Scene

Talking about her second college and the nature of her experience, Tamu said:

Then I moved on to... I moved on campus. I stayed at ... which is about 35 minutes from my house, 35 - 40 minutes from my hometown. So it wasn’t too bad. Every weekend I went home... So I was still spending a lot of time at home. But at the same time, on campus I was there for my grades... I hung out with the phys. ed. people because they were in my classes at the time or we did things together. I wasn’t like the type who went out partying and socializing. I just basically tried
to get my work done. I wanted all A’s and B’s. I worked for all A’s and B’s.... I can’t say it was a bad experience at all... I was even a peer counselor for kids on probation. I did that. I had to go around and check on kids and help them with study habits and talk to them about what you’re going to do with your grades. It was a nice, small school. I ate well... I had some good friends. I hung with the smart kids again. There wasn’t a whole lot of us.... There’s probably about 5,000 or 6,000 kids or something like that. Something like that...there wasn’t a whole lot... There were some blacks there, but it was still way more whites. You’d see black kids that were bused in from Philadelphia, New York that were trying to do something. They’re the ones who like to party. Always in trouble with their grades...on probation... They were some of the ones I was counseling... (Tamu)

African American Students in their Major: One of few – or the only one

In an effort to understand what their collegiate experience was like in terms of links between racial/ethnic diversity and gender mix and race/ethnicity or gender acting as barriers to completing their degrees, I asked Tamu, Theresa and Charlene to talk about the diversity in their major areas.

The women who participated in this study related how few African American students were in their major areas.

Tamu said,

In my degree itself, I think I was the only, if not maybe one other black girl. I can’t remember, but I remember being the only black female in all...most of my classes. I remember that. In all my phys. ed. classes, I remember being the only black female. And there was like maybe a couple of black males. I
remember being in phys. ed. some of them maybe being there, maybe were a couple of years ahead of me. But they were in the general area. There wasn’t a whole lot of blacks in phys. ed. at the time.

Charlene also described how there were not that many black students in her major.

There was a moderate amount of us. There was only six of us...let’s see, 4, 5, of us who graduated in my class from the physical education department...

Interviewer: What about in your major? What was the percentage of black students?

There were two blacks that were in my graduating class, but only one of us graduated. They kept the other...I can’t help but feel...I still burn thinking about it. I think they kept him back because there were racist...They said his teaching was bad...that he wasn’t a good teacher. But he had gone to the graduate level. The senior level...how could he have gotten that far if he was such a bad teacher?... That’s what I don’t understand. We kind of got together. And then there were some other blacks in the program, but not many. I can count maybe three other blacks in the lower classes. I never really knew many.

Theresa attended a large university where there was a very visible and supportive African American community. She described the racial/ethnic mix of her university and her major area in the following manner:

It’s a large campus, but the African American population was very, very visible which made it a much pleasanter environment for me.

Interviewer: What was it like in your degree program, in you major area? What was the racial/ethnic mix like there?

You know, looking back on it, I think that I was probably the only minority in the program. Yeah, I’m sure of that because those things would stand out in my
mind, even to this day. I’m sure I was probably the only minority there.

**Gender Mix in Their Major Area**

In light of the comments made about stereotypes of physical education teachers being lesbians, manly, single and/or tomboys, I was curious to know what the gender mix was like in their degree programs and if it had any impact on their experiences in college.

**Gender Mix – Mostly Female**

Theresa and Charlene’s major area was primarily female. Neither had to think very long before answering these questions. When I asked Theresa if there were other women in her program she said, “Oh yeah, plenty of women. Males were scarce.” Talking about the gender mix in her major area in college, Charlene said, “It was mostly white and mostly female. Some male, but there was only one other black male in my group.”

**Gender Mix – Truly a Mix**

While Theresa and Charlene had a large amount of women in their major area, Tamu said the following about the gender mix of physical education majors, “I think 50 - 50.”

**Involvement in Sport and the Collegiate Experience**

Each of the women who participated in this study had been involved in sport during high school. Sport had been mentioned by Tamu and Theresa as an attraction to teaching
physical education. In an effort to see if there were any possible links between involvement in sport and continuation in their degree programs, I asked them to talk about the role of sport while in college. Tamu and Theresa continued involvement intramural sport in college.

**Focused on Education and Good Grades**

While she participated in intercollegiate sport at her first college, Tamu decided to forego her involvement in intercollegiate sport at her second college because she was so concerned with getting good grades and her degree.

I didn’t go out for sports because I knew that if I played on the basketball team, I would have struggled with my grades. I knew I would have. I knew I would have because I know they travel a lot and do this and that. I knew I would have never gotten the grades I got if I played basketball. I know that for a fact. So, I said I’m not even going to try and go out. I’m not even gonna put that pressure on myself. I’m just gonna come here and get my education. You know, get my degree and get out of here. So I didn’t do that. But I did play intramurals. That was what I did. That was fun. Playing intramurals...basketball or whatever...volleyball. I did both of them. So that was what I did to enjoy sports.

Charlene was attending her undergraduate institution on a scholarship. She said, “I met some good people. People I still keep in touch with. Through swimming it was a lot of fun.”

Theresa did not maintain involvement in intercollegiate sport upon entering college. Talking about how she stayed involved in sport during her college career, Theresa said,
"I didn’t participate on school teams, but I did the intramurals programs and community programs like that.

What Suggestions Do They Have for Successful Recruitment and Retention of Women of Color into Physical Education Teacher Education Programs?

The fourth research question was derived from concerns expressed in the literature related to increasing the number of racial/ethnic minorities teaching physical education. I asked Charlene, Theresa and Tamu to consider suggestions they would offer for successful recruitment and retention of women of color into teaching physical education.

The women who participated in this case study were all concerned about the low percentage of racially/ethnic diverse teachers in physical education. They felt that schools, colleges and universities could do more to recruit students and teachers from diverse cultural backgrounds.

**Curricular Issues**

Theresa and Charlene suggested the following curricular issues in the recruitment and retention of women of color into teaching physical education: (a) increase hands on experience(s); (b) help through difficult courses; and (c) relevancy to people’s cultural background.
Increase Hands On Experience(s)

Charlene described how important it was for her to have hands on experience early in her collegiate program. She described how she felt theoretical and practical courses could be used in a physical education teacher education program.

I’m thinking instead of saying take two phys. ed. classes, have them take a phys. ed... one phys. ed. class and phys. ed. theory class where they do hands on training and things so they can see what physical education is and physical educators and recreationalists do. I think that would be more beneficial than anything to get more people into the programs because you can talk a good game, but if you can’t show anything, people don’t really care.

(Interviewer: You’ve got to make it interesting?)

Yeah. I think having a specific theory program that is... that they must take in order to get into a program is to do that. They can see both health and phys. ed. there and see what those people do to see if maybe that’s for me. You know? (Charlene)

Get them out there. Get them out into the system... Put them out there as soon as possible. Get them into teaching. Get them into their recreation. Get them into the service. Almost every class I did was hands on which means that we had kids where we did stuff with them... I mean we did those [posture readings] my sophomore, junior year. We know how to do stuff. We know how to do tests and a lot of that stuff... You tell the kids something, do it with them so they see how it’s done... I have so many tools that are down in my other office that are from undergrad. (Charlene)
Help through Difficult Courses

Theresa felt that it would be important to provide support, guidance and remedial help in required courses when students were having difficulty. She said,

Well, the courses that I remember that gave me the most ties into phys. ed. in terms of getting certified to teach phys. ed. in Ohio, those are grueling courses. Kinesiology, physiology, and I think when you have courses like that that could lead to lucrative areas such as biology which leads to medicine, those kinds of things. I think we have to set up something that’s going to give the student a much higher level of success, whether it’s tutoring, whether it’s mini courses that lead to completion of those tough courses. Because I mean realistically if you can get through those courses, then why not go into the premed or biology... We have to make those courses not less grueling, but less intimidating. You know by providing more services or more support and getting through them. Because you can take those courses one time, two times...it’s hard... You have to be able to see the purpose of it... Those classes have to be relevant to everyday life.

Relevancy to People’s Cultural Background

Another aspect which was related to the curriculum and retention of minority students in physical education teacher education programs was articulated by Theresa in relation to cultural relevancy of course work.

I think all courses have to be relevant... I think that with the classes, they got to fit into the cultural mode of the student... We could retain as many minorities as we need to if we presented it to us in a manner that we can relate to... It’s
got to be, otherwise we go and do something else.
(Theresa)

Enhancing the Attractiveness of Physical Education as a Profession

In addition to pointing out curricular issues which have the potential to impact on the recruitment and retention of African American students, Theresa expressed concern for how teaching is viewed in our culture. Don’t Play into the Stereotypes – Talk up the Positives

Theresa talked at length about how important she felt it is to focus on the positive aspects of teaching physical education rather than playing into the various stereotypes often associated with teaching.

Teaching, traditionally has not been a profession that has lent itself to the notion where you can make some money in it. I believe that...first and foremost we need to get rid of that stereotype because I don’t believe it’s true. I really don’t believe that that’s true because there are so many options in teaching whether you’re a math teacher, science... There are so many other things that - outside of the classroom that will pay you. So for a kid to graduate from college and come in and make 30,000 dollars for a first year teacher working 180 days. How come that’s not a lot of money? Somebody tell me why isn’t that a lot of money? ... So, we need to get rid of those stereotypes right away that teaching is not a lucrative business because I believe it is. I mean, I don’t know anywhere else you’re going to make that kind of money and have three months off, every weekend, and plus you have the potential to do other things that interest you where you’re going to be compensated for. So we need to recruit and talk up some of the positives about the program. (Theresa)
Advising and Mentoring Issues and Minority Recruitment and Retention

The women who participated felt there were some advising/mentoring issues relevant to African Americans in terms of attracting them to and facilitating their entry into physical education teacher education programs. The advising/mentoring issues highlighted by these women include: (a) monetary concerns; (b) be honest with students and deal with racial issues in the advising process; (c) need for minority students to have quality role models and mentoring; (d) expose minority students to other options; (e) believe in yourself and don’t give up; (f) teachers should recognize students who are good in sport; and (g) the importance of earning good grades.

Monetary Concerns

Theresa suggested that that minority students should be advised about the earning potential teaching physical education offers.

Minority students, first of all, I think they come to college certainly not with the same kinds of issues that non-minorities come with. And, probably the biggest one that stands out in the top of my mind is how I’m going to able to take care of myself after this is over? And most minorities when those things are an issue, they tend to get into areas with immediately monetary gratification right after graduation. (Theresa)
Be Honest With Students - Deal with Racial Issues

African American students should not only be advised about monetary issues in teaching. Charlene described how honesty and acknowledging their concerns as African American people is an important advising issue.

We just have to be honest with them at all times. And maybe going down to it on a racial level, breaking it down to that, maybe that’s the boost we need to get those students in. Then their horizons will be broadened at that point in time... But also the schools could do more. You can find a competent person. They hire so many incompetent who are Caucasian or who are some other race that may not even be part of the system. (Charlene)

Minority Students Need for Quality Role Models and Mentoring - “You Can’t Be What You Can’t See” (Theresa)

Another concern was the importance of African American students having access to teachers who were of the same racial/ethnic group. The role models and mentors should not only be African American, but also prepared to help students aspire to be as successful as possible.

... The other thing is being a minority, it’s hard to be a part of something that you have not experienced or you have not seen. How can you think about being a teacher when you don’t see any black teachers? It’s like you can’t be what you can’t see. You have to experience that. So we need to do a better job in getting more of us out there on the home front in the first place - with any profession...teachers, doctors, whatever.
It’s very difficult to expect us to imagine it up. Maybe some mentoring. I was fortunate to have a fifth grade teacher who provided you with those kinds of insights. You tell her what you wanted to be. It wasn’t her job to go out and find information, but she did. We got to do a whole lot of things to get us in here. Lots of incentives because it’s just... look at the things you’re up against. If you’re good in science which is the background you need for physical education why would anybody want to be a phys. ed. person? Then go into being doctors and nurses and those kinds of things that are going to bring you... So we’ve got to make the whole notion of teaching and physical education attractive to people. Otherwise, we’ll continue to see fewer and fewer of us in the program. (Theresa)

They lose sight of the fact that a lot of these kids need role models who are both African American, both female, and who are confident, who are ready to do the job right... (Charlene)

**Networking - Coalition of African American Physical Education Teachers**

Charlene suggested the following strategy for increasing visibility among African American physical education teachers and potentially having more recruits into the profession.

That there is... a coalition of African American physical education and health instructors. They maybe it could become national. That it become activist, working activist as any sorority or fraternity. That would be... that is actually one of my dreams is to see that actually happen... I think that would help a lot of people and connect a lot of people to see what’s happening. (Charlene)
Recognize Black Students who are Good in Sport

As Tamu was talking about factors which are important in recruitment of African American women into teaching physical education, she suggested ways that current physical education teachers can facilitate the process. She talked about black female athlete in her high school and how she would recruit and advise her:

The black students who are doing well in sports or phys. ed. or whatever...encourage them. Maybe they want to go to college and major in phys. ed. or whatever. They could do the same thing I’m doing basically. It’s fun... I love sports. She just has to know what she wants and go for it. Don’t be swayed by anybody. Believe in herself... Stand firm in what you believe. Stick to what you believe. Don’t be swayed by everybody else’s opinions. Stick to what you believe. Be strong on what you believe. Basically those are some of the main things I would tell her. Make sure it’s what she wants to do. Don’t go into it just because someone else told you. Do it because you want to. Don’t go into phys. ed. because I might be asking you right now about it. You may be good at it. Do it because you really want to do it. Otherwise you’ll be miserable... Work hard. Don’t give up...(Tamu)

Expose Prospective Minority Teachers to Other Options

Theresa pointed out how it is not only important to provide quality advising in terms of recruitment into physical education programs, but also to provide other options related to teaching physical education.

... And plus we’ve got to be given options just in case this doesn’t work. We should be advised in matters...O.K. phys. ed., if you want to be in phys. ed. these are other options that will help you in phys.
ed. You can do this over here. You can work here. You can be an administrator doing this...

Interviewer: there’s coaching and officiating...

Right. We got to know these things! And we’ve got to get the preparation to be able to step into teaching and those other areas as well... We need other options. Because we might find that even when we get into the classroom, this isn’t what we want... We got to be advised to do other things as well and take those courses along the way. (Theresa)

Believe in Yourself - Get Help - Don’t Give Up

Talking about an African American female who is a student-athlete at her high school, Tamu said:

She got to deal with the peer pressure. You got to pull yourself away from the...you got to discipline yourself enough to do your studies. Stand firm in what you believe. Stick to what you believe. Don’t be swayed by everybody else’s opinions. Stick to what you believe. Be strong on what you believe... When you are struggling with something, go get help. Don’t say I can’t do it... She’s going to have to able to respect herself.

Earning Good Grades is Important

Being good in sport would not be enough for success in a teacher education program in college. When describing how she would advise a prospective physical education teacher in her high school, Tamu said the following:

First of all I’d tell her that she has to make up her mind that she’s going to pull away from a lot of the social activities that might pull her from doing well in her academics. You have got to have good grades. Keep trying to get decent grades. At least be above... for them to really look at you, consider you being a good teacher. You want to go in their with good grades first of all. You got to able to avoid peer pressure to the degree
where kids want you to go this way here and do this and that. Partying here when you know you have a major test or something. You know, you just got to pull away. Basically it all deals with grades. You got to deal with the peer pressure in college level so that when it all comes down to it, you grades will show. (Tamu)

Alternative Routes to Certification and Finding a Job -
Understand the Process isn’t Fair to African American Students

Another aspect related to recruitment into teaching is the knowledge that an individual coming out of a teacher education program will get a job which in turn could increase the visibility of racial/ethnic minority teachers in physical education. Charlene, Tamu and Theresa described their perspectives on ways to facilitate the transition from college to gainful employment for African American women. Theresa suggested two options. The first was to allow students time to make up deficiencies. The second was to create job sponsorship programs between colleges/universities and school districts. Charlene suggested that the creation of a network among African American physical education teachers to deal with professional concerns might be a way to increase the visibility of minorities in the profession. However, she doesn’t think it is right to hire someone just because they are black.
Allow Students an Opportunity to make up Deficiencies

Theresa suggested one way to provide alternative routes to certification would be to allow students an opportunity to make up deficiencies.

When you see a candidate with deficiencies...like when I came here, I had deficiencies. I was not certified to teach physical education. Well I think with those deficiencies and you recognize you want - you got to help 'em. You got to help them! You got to say O.K. - we understand you have deficiencies. We want you to come in. By this time, those deficiencies should be cleared up. Because first of all, you got understand, in the initial process we were not advised correctly. And so the end result will read the same as well. So if you really want to help us [black people], you got to make allowances for those deficiencies. Now, do you stay in a job for six years while you work? No...but you got to give us a chance because the process isn’t fair in the beginning.

Sponsorship Programs - Partnerships Between school districts and colleges/universities

Sponsorship programs between school districts and university teacher education programs was another strategy offered to increase the potential for African American students to get jobs teaching physical education upon graduation.

I think...some sponsorship programs such as...I know more and more colleges are moving toward - if you stay in our program, this school district will offer you a job but you must stay there for maybe five or six years, fulfil your obligation to the
school. I think with those kinds of incentives at the end of your program - because it’s hard to sit around for four or five years waiting on your calling. That, that the critical piece of information or critical piece of what is needed out there will get us in there and probably keep us. If those things could happen, I think that we will tend to be a little more visible in the programs, in the schools. I think overall it will make a difference in African American students to see more teachers like themselves in the building doing the same kinds of things other people do. Because it’s hard to identify if you don’t see it. It’s just difficult. (Theresa)

Don’t Hire Me Just Because I’m Black, Hire Me Because I’m the Best Person for the Job

Charlene was concerned that students not get admitted into programs or hired for jobs because of their racial/ethnic background. Charlene suggested that race/ethnicity should not be the sole indicator for whether or not someone should be hired to teach physical education.

You don’t have to hire...I don’t want you to hire me because I’m black. I want you to hire me because I’m the best person. Because I am. I’m of that mind set that I am the best person for the job. (Charlene)

Summary

Tamu, Charlene and Theresa were attracted to teaching physical education for a variety of reasons, such as: job flexibility; continued participation in and enjoyment of sport; an opportunity to help others; the discipline and
good grades necessary to do well in school and college; and a work schedule which allowed time for pursuit of other interests. Their decision to become physical education teachers was facilitated by the support and mentoring of teachers, counselors and family members.

Once the women who participated in this study decided they wanted to become physical education and health teachers, race/ethnicity and gender were not seen as obstacles to achieving their goals. A variety of suggestions and strategies to recruit and retain more African American women into teaching physical education were offered. The women who participated in this study saw themselves as role models who had an opportunity to provide all students, especially African American students, with quality instruction in health and physical education. They take their job seriously and still believe they made the best career choice.

I don’t have anything negative to say. It’s almost like where else can you get up in the morning, put on some comfortable clothing, do what you like to do - whether it’s play basketball all day - whatever - where else can you get that? I think I’ve got the best job in the world....It’s been wonderful. I can’t complain at all. (Theresa)

I like being there. I mean I love my job. I really do. (Charlene)

I’m so pleased I’m there. Not just because I love phys. ed. I believe God has given me the opportunity to do this too... I’m doing it because it’s something I really want...this is me. I enjoy sports and teaching
and watching people get out there and learn some new skill or have fun just playing in class, competing and just getting into it. (Tamu)
CHAPTER V
DISCUSSION AND SUMMARY

Introduction

What have I learned as researcher and subject in this dissertation? Was I able to find some answers to the research questions? I believe that this dissertation has answered some questions but raised many more. In this chapter I address the questions raised above and discuss suggestions for future research.

The first section of this chapter provides a summary of the process involved in conducting this study including the research purpose, questions and methods. The second section of this chapter is a discussion of results in relation to previous research. The third section of this chapter consists of observations of the research process. The final section of this chapter offers suggestions for future research.

Summary of the Research Process

Smith (1993) stated that by 1995 30% of students in our nation’s schools will be from racial/ethnic minority groups.
However, 5% or less of physical education teachers will be racial/ethnic minorities. This disparity between the demographics of the student population and teachers has become increasingly problematic as the cultural diversity of the student body continues to grow into the next century. Many scholars have pointed out the need for increased racial/ethnic diversity among teachers in order for students to have racial/ethnic role models which in turn could contribute to their success in school, sport and/or physical education (Acosta, 1986; Coakley, 1990; Crase & Walker, 1988; Smith, 1991, 1993).

Understanding the socialization process into teaching, especially the recruitment phase of this process, may provide information to physical education professionals who are interested in increasing the diversity among teachers. While research has been completed to examine the process of recruitment into teaching physical education (Belka, Lawson & Lipnickey, 1991; Dewar & Lawson, 1984; Templin, Woodford, & Mulling, 1982, it has not focused on minority concerns. There is limited racial/ethnic diversity among physical education teachers in United States schools (Smith, 1993). We know little about the process of recruitment into teaching for racial/ethnic minorities. Bearing this in mind, I was motivated to do this study in an effort to address questions related to what attracts African American
women to teaching physical education and whether or not racism, sexism and/or homophobia were barriers for them. Further, I was interested in suggestions African American women who currently teach physical education might have for increasing recruitment and retention of future women of color to physical education as a profession.

The purposes of this study were to: (a) explore the connection between race/ethnicity and gender as they relate to recruitment into teaching for African American women; and (b) inform those who develop, implement and support diversity as they work toward recruitment and retention of a culturally diverse student body and faculty.

I used a case study design with qualitative data collection methods and analysis from an interpretivist and multicultural paradigmatic position because of the nature of the research purposes and questions. Merriam (1988) and Lawson (1983a) suggested that qualitative case studies and data collection methods would more likely lead to an understanding of issues in education and the process of recruitment into teaching.

Three African American women who currently teach physical education volunteered to participate in this study. I interviewed each woman face-to-face following a general interview guide approach described by Patton (1990). The questions outlined in the general interview guide dealt with
issues and topics related to: (a) their decision to teach physical education; (b) collegiate experience(s) of racism, sexism, and/or homophobia or other factors which may (or may not have) hindered obtaining their degrees; and (c) their suggestions for recruitment and retention of future African American physical education teachers. I also spent one day at school with each participant in order to better understand the context within which they worked.

Verbatim transcripts of interviews, field notes and the research and reflexive journals were examined to develop codes and sub-codes. These codes and sub-codes were analyzed in an effort to develop themes associated with the process of recruitment into teaching physical education; the potential impact of race/ethnicity and gender on that decision; and suggestions for recruitment and retention of future African American female physical education teachers.

In an effort to ensure trustworthiness of the data collection and analysis procedures, I used member checks, peer debriefing and reflexivity throughout the research process (Lincoln & Guba, 1989). The transcripts were sent to each participant so that they could check them for accuracy. There were no changes made on the transcripts other than correction of typographical errors. A draft version of Chapter IV was also sent to each participant so that they could add and/or subtract from the results. The
data story was presented in narrative form following the conventions of the realist tale as described by Van Maanen (1988).

Discussion of the Findings

It is important to note that the findings in this study are specific only to the women who participated in it. This study was not designed to provide for generalization(s) to all African American women physical education teachers. The data were analyzed both within and across cases. The findings are discussed in relation to previous research. The research questions for this study provide the framework for the presentation of this discussion.

Why Did the Women who Participated in the Study Want to Become Physical Education Teachers?

One of the most important questions about the recruitment phase of socialization is why do people choose to enter the profession. Lawson (1983b) and Dewar and Lawson (1984) suggested that socialization into teaching begins in early childhood. Theresa said, “I knew in sixth grade I was going to be a phys. ed. person”. Tamu knew at a young age that she wanted to be a teacher and decided to become a physical education teacher when she was in high school. She said, “I made up my mind when I was going to school...I told my parents...I want to be a phys. ed. teacher.” Charlene’s actual decision to become a physical
education teacher was made during her first year in college. Describing how it was that she decided to become a physical education teacher, Charlene said, "...my counselor said you’re trying all these physical education classes, are you sure you don’t want to be a physical education teacher or something like that? I thought about it and that’s how I got into it."

Childhood experiences (such as involvement in sport), psychological and sociocultural factors can contribute to an individual’s decision to enter a particular field (Templin, Woodford & Mulling, 1982). Lortie (1975), Dewar and Lawson (1984) and Templin, Woodford and Mulling (1982) described how family, friends, teachers, coaches and other individuals have the potential to play a role in facilitating an individual’s decision to enter the teaching profession. Each of the women who participated in this study had been involved in interscholastic, intercollegiate, and/or intramural sport. They had a variety of reasons for choosing to teach physical education.

One of the most consistent themes these women associated with their decision to train to become physical education teachers was the influence and support of significant others. Lortie’s (1975) model of occupational choice and research conducted by Dewar and Lawson (1984) showed that the influence of significant others could often
facilitate a person’s decision to become a teacher. Family, teachers, coaches were influential in Tamu’s and Theresa’s decision to become physical education teachers. Charlene was influenced by a school counselor early in her college career.

Tamu was attracted by the prestige of teaching as she appreciated the discipline and respect she had for her physical education teacher and coach in high school. Her parents were supportive of her going to college, but made no stipulations on what she should or shouldn’t choose for a career. Talking about her parents’ influence on her decision to go to college, Tamu said, “My parents...they got me the aid or helped me. They encouraged me to go.” Her actual career choice was inspired by her teacher (who was also her coach) in high school. Tamu said, “My coaches in high school inspired me to be a phys. ed. teacher.”

Theresa had a teacher in sixth grade who supported her in her desire to become a physical education teacher. Her family, especially having an opportunity to grow up around all boys, was very supportive of her desire to go to college to become a physical education teacher. Charlene described her decision to teach physical education in the following way, “You had to play football and basketball. You had to do it all. And that kind of helped.”
Upon entering college, Charlene thought she would pursue a career in politics, but began to realize that she did not like that career direction. Early in her collegiate career she began taking a variety of physical education classes because she was interested in trying something different. Recognizing Charlene’s interest in physical education, a counselor at Charlene’s college suggested that she consider becoming a physical education teacher. Charlene said, “that counselor was the one person who gave me, I guess, the confidence I needed to pursue that.” She appreciated this counselor’s suggestion and support and decided to major in physical education. Charlene’s parents wanted her to go to college and be successful. However, Charlene described her parents’ reaction as “a mixed reaction probably in all.” She said, “But even my mom didn’t want me to go into teaching.” Talking about her father’s reaction to her career choice, Charlene said, “My dad was really the only person who would say, I think you should go for it.” Charlene attributed her mother’s unfavorable reaction to the fact that her mother did not feel that teaching would allow her to earn enough money. Ultimately money was not the primary reason for becoming a physical education teacher in Charlene’s opinion. She said, “I don’t really care...It was obviously more money than what I was
earning at that point in time...Sometimes money is not important.”

**Job Flexibility, Continued Involvement in Sport, Money, Helping Others, Respect from Students and The Prestige of Teaching**

In addition to the influence of significant others, the women who participated in this study described other reasons for their initial and continued attraction for teaching physical education. Job flexibility, continued involvement in sport, the prestige of teaching, helping others and respect from students are themes which emerged from the data collected in this study. These themes are similar to the attractors - material and psychic/symbolic benefits - described by Lortie (1975).

Charlene valued the flexibility that physical education gave her. She said, “I can go anywhere...my certification leads to...there’s just so much I can do with my job.” Theresa appreciated the teacher’s schedule because she felt it allowed time to explore related career options and earn money. Theresa said, “...you look at your job and you say only work 180 days a year. For me I need to be busy...so I can take those skills and do something else with them.”

Tamu and Theresa expressed a love for and enjoyment of sport. Theresa said, “What better way to make a living and do the things you enjoy.” They believed that teaching
physical education would enable them to continue participating in sport. Tamu was hopeful that she would be able to be as active 15 years from now. She said, “I love sports...I hope I can physically in the fifties do some of the stuff I do now.” This involvement in sport and desire to continue an association with something which is enjoyable has been referred to as the continuation theme by Lawson (1983a) and Dewar and Lawson (1984).

Charlene expressed her view of teaching as providing an important link between physical activity, fitness and overall health. Describing a bad experience she had with her health, Charlene said, “My being in a position to help is more important...there’s got to be a way for me to reach these people. I think health and physical education is one of the best ways to do it.” I believe that Charlene’s view of teaching can be related to the interpersonal/service theme which Dewar and Lawson (1984) and Lortie (1975) associated with occupational choice. They suggested that recruits into physical education have the desire to work with and help others and believe the profession provides a valuable service to society (Dewar & Lawson, 1984; Lortie, 1975).

Tamu was greatly attracted by the prestige of teaching as she related her memories of high school physical education teachers/coaches. She said, “I guess I was
impressed with them...I was attracted to the discipline of basketball and sports...all that added to my enthusiasm about being may a physical education teacher.” Tamu’s attraction to teaching by virtue of her draw to the prestige of teaching fits Lortie’s (1975) description of the psychic/symbolic benefits potential recruits see in teaching.

What Impact, If Any, Did Racism, Sexism, and/or Homophobia Have Upon Their Decision to Enter the Field?

This research question was used in this inquiry in an effort to see to what extent, if any, race/ethnicity, gender and/or sexuality were barrier(s) to becoming physical education teachers. Green et al. (1981) suggested that institutionalized racism and sexism have limited participation in sport for African American women. Coakley (1990) suggested that feelings of cultural isolation can hinder the participation of minorities in sport and potentially minimize their desire to continue involvement in sport as teachers, coaches and/or officials. Acosta (1986) argued that lack of affirmative action and institutional support for minorities can limit educational opportunities, decrease visible role models, and minimize the potential for mentoring and support networks for those people of color who may aspire to becoming physical education teachers and/or coaches. Did race/ethnicity and/or gender inhibit these
African American women’s decisions to become physical education teachers? I had this question in mind as I asked the participants to talk about the nature of their collegiate experience. I wondered if the nature of their collegiate experience in terms of racial/ethnic and gender composition of the student body, stereotypes associated with women teaching physical education, and/or experiences with racism, sexism or homophobia had any impact on their professional training in college.

Stereotypes

Tamu and Theresa said that the stereotypes they most often heard associated with women teaching physical education was that they were lesbians, single, manly and/or had no children. Charlene said that the “dumb jock syndrome” was the stereotype she most often heard associated with physical education teachers. While they knew these stereotypes existed, they did not hinder them from becoming physical education teachers. They had been involved in sport and physical activity in school, college and with their families. Tamu and Theresa had never had any statements made to them or experienced any situations which would make them feel uncomfortable during their college careers. Charlene stated, “the dumb jock syndrome is totally untrue for me.”
Racism, Sexism, Homophobia - Not An Issue

Theresa, Charlene and Tamu could not recall any situations where racism, sexism or homophobia were barriers to becoming physical education teachers. Theresa said, "I don’t have the same concerns and issues maybe other people have when it comes to the profession." Tamu remembered being called a tomboy because she played lots of sports growing up, but said, "...as far as being homophobic or anything like that, no - that’s never been directed to me." While stereotypes, racism and/or sexism did not seem to hinder these women’s pursuit of a teaching career, I don’t believe that they should be ruled out as potential barriers. Coakley (1990), Green et al. (1981), Smith (1991) and Acosta (1986) stated that institutionalized racism and sexism have been barriers to considering a career in sport or physical education for African American people. Smith’s (1991, 1993) research is more closely linked to physical education and sport pedagogy.

What Impact, If Any, Did (Other) Issues Related to Race/Ethnicity and/or Gender Have Upon Their Decisions to Become Physical Education Teachers?

Each of the women attended public colleges/universities in different states. While, they could not remember any specific racist, sexist or homophobic acts related to their decision to become physical education teachers while in
college, one thing which was a shared experience was that they were one of few or the only African American woman in their major area of study. It would appear that they each developed, found a strategy and/or network of support which enabled them to continue their programs and obtain their degrees. There was a large African American community at Theresa’s college - not in her major area - which provided her with a sense of support and community which she felt was very good for her. Theresa said, “It’s a large campus, but the African American population was very, very visible which made it a much pleasanter environment for me.” Charlene spent a lot of time with people from a variety of racial/ethnic groups in college. She didn’t feel like she fit in with any particular group. Although it was difficult feeling isolated from the African American community at times for her, she met a lot of people through swimming and welcomed the opportunity to get to know a variety of other cultures and not be associated with any one clique. Talking about her collegiate experience Charlene stated, “I met some good people...through swimming it was a really enjoyable time...I never fit in with any one clique...I really think that’s a unique aspect.” Tamu spent much of her time in college concentrating on doing well in her courses. She did not socialize very much on campus and spent most of her
weekends at home visiting family. She said, "Every weekend I went home...on campus, I was there for my grades."

Race/ethnicity and gender did not seem to hinder these women from becoming physical education teachers. Having had an opportunity to meet these women, I was impressed with their self-esteem and confidence. Why were there so few African American women in their degree programs? Why did Smith (1993) estimate that 5% or less of all physical education teachers would be racial/ethnic minorities while 30% or more of the student population would be racial/ethnic minorities by 1995? The fourth research question was oriented toward identifying strategies to increase the recruitment and retention of African American women into teaching physical education.

**What Suggestions do They Have for Recruitment and Retention of Women and People of Color into Physical Education Certification Programs?**

While I understand that the women who participated in this study cannot and should not be expected to speak on behalf of all African American women physical education teachers, their suggestions are similar to suggestions made in previous research (Acosta, 1986; Smith, 1993).

Tamu, Theresa and Charlene discussed strategies for recruitment and retention which could be linked to curricular issues, mentoring and advising, networking, and
the enhancement of the multicultural environment in schools and colleges.

**Curricular Issues**

Charlene highlighted the importance of linking theory to practice as soon as possible in teacher education programs in order to help students gain the practical experience which would help them be better prepared for entry into a teaching position. She also believed that earlier practical experiences in teaching physical education would enable prospective physical education teachers to decide if this is something they really want to do. Charlene’s commented on curricular issues, “...get them out there. Get them into the system...as soon as possible and see what those people do to see if maybe that’s for me.”

Theresa noted the importance of recognizing that (African American) students may need help through the difficult courses - kinesiology, physiology - associated with physical education teacher education programs. “I think we have to set up something that’s going to give the student a much higher level of success” (Theresa). Further, she felt that retention of African American students would be enhanced not only by helping them through some of the difficult courses, but also by increasing the cultural relevancy of the curriculum. She said, “We could retain as
many minorities as we need to if we presented it to us in a manner that we can relate to...”.

As she talked about what she felt was important in relation to recruitment and retention of people of color, Theresa suggested that we begin changing how we view teaching. She suggested that we avoid playing into negative stereotypes about teaching. She talked about her perception that teaching can be a lucrative occupation not only based on compensation, but also on the variety of career options potentially available to teachers. Theresa stated, “I believe that...first and foremost we need to get rid of that stereotype (there is no money in teaching)”.

Advising and Mentoring Issues

Charlene suggested that individuals (faculty, teacher educators) concerned with recruiting and retaining African American students should acknowledge the concerns that African American students may have and be honest with them at all times. She felt that acknowledging race as an issue in career decisions in advising may help more African Americans consider teaching physical education. She said, “The schools could do more...they lose sight of the fact that a lot of these kids need role models who are both African American, both female, and who are confident, who are ready to do the job right.” Tamu also expressed how important she felt it was for African American physical
education teachers to be well prepared. These observations fall in line with the importance of teaching from a multicultural perspective and better preparation of teachers made by Smith (1991, 1993). Smith (1991, 1993) and Banks (1988) suggested that teaching from a multicultural perspective and developing multicultural curricula will facilitate the success of culturally diverse students at all levels of education.

Theresa and Charlene both described how important it was that African American students be able to see, relate to, be mentored by role models, advisors who were of the same racial/ethnic group. In addition to advisors and mentors being able to acknowledge the concerns of African American students, it would also be helpful if there were more visible African American role models. Further, Charlene added that these role models should support prospective students to become quality, successful physical education teachers. Charlene said, "...being a minority, it's hard to be a part of something that you have not experienced or you have not seen." Theresa added, "You can't be what you can't see." Another interesting comment which Charlene made was, "...How can you think about being a teacher when you don't see any black teachers?"

Smith (1993) pointed out how important it is for teachers to recognize potential recruits among students in
their classes. Tamu suggested that teachers can play a vital role in recruitment and retention of African American physical education teachers by recognizing those black students who are doing well in sport or physical education and suggesting to these students that they consider teaching physical education as a career option. Tamu spoke at length about the advice she would give to a young African American woman in her school whom she felt would be a likely candidate for teaching physical education. Perhaps the most consistent issues she would want this potential recruit to be aware of are the importance of believing in yourself, avoiding peer pressure which might impact on the ability to get good grades, and to seek help when necessary. However, Theresa and Tamu both noted that potential recruits should be exposed to other options in case they find that teaching physical education is not their calling in life. "We need other options. Because we might find that even when we get into the classroom, this isn't what we want...we got to be advised to do other things as well and take those courses along the way." (Theresa). Therefore it is important that faculty and student advisors not only expose African American students to a potential career teaching physical education, but also recognize there may be other options in sport related professions which could be better suited to these individuals.
The need for increased role modeling, mentoring, support through difficult courses, alternative routes to certification, and recognition by teachers of potential recruits for physical education among students along with supporting them academically and financially have been addressed by Smith (1993) and Acosta (1986).

**Alternative Routes to Certification**

Theresa stated the importance of recognizing that African American students were not coming into teacher education programs with the same level of preparation as white students. She suggested two possibilities for increasing the number of African American students to attain a position in a school: (a) administrators in schools could consider allowing candidates to make up deficiencies in order to become certified to teach; and (b) the establishment of sponsorship programs between school districts and teacher education programs which could provide jobs to newly certified teachers.

**Observations of the Research Process**

As I reflected on the research process, one of the most important observations I made about doing this study is the high level of enthusiasm I sensed from the participants. They were excited to have an opportunity to participate in the research project and felt that the nature of the study
was important. I reflected on my experiences during the interviews and observations at their school and found,

I felt at ease with each participant as soon as I met them for the first time. In a similar fashion, it seemed to me that the participants felt at ease with me because there were no awkward moments of silence during the interviews or the observations. We (the participants and myself) have called one another not only to talk about issues related to the study, but also to simply "check-in" and see how the other one is doing (researcher log).

As an African American woman I may have gained entree and developed a rapport more quickly with these women because we were of the same racial/ethnic group.

There were also times during data collection when I was able to forget other aspects of my life at that point in time. The following excerpt from my field log provides a good illustration of this experience.

One thing I realized when I'm here, I feel like nothing else matters. I don't think about OSU or money or things at home. It's like I've stepped back into the Boys' Club and school days gone by - yet I know that I'm not there - it's just a feeling that I have - not sad, not happy, just complacent...WOW...one amazing thought is that while I am visiting with these women, I don't think about being a GTA. I don't think about my concerns at home. I feel pretty immersed in the task at hand - CAN'T believe it.

In addition to a high level of enthusiasm for participating in this study, these women also showed a great deal of respect, caring and enthusiasm for the students in their classes and teaching overall. The day I spent with Tamu at school I noticed how the student’s respected her and that
she has a high level of concern for the students as individuals. Theresa's classes were no-nonsense and fun. I wrote in my field log, "Everything about this class is organized. Students had FUN!" Visiting with Charlene I noticed the following during lunch period, "Charlene works the room really well. The students like and respect her."

While my primary role in the observations was intended to be that of observer, I found it interesting to note how some students (primarily black students) were generally intrigued by and interested in my presence in the gymnasium and/or classroom. In some instances I felt like a partial participant. Some students thought I was related to the teacher or perhaps her friends as evidenced by the following excerpt from my field journal, "...all the kids keep asking us if we're sisters." (May, 4, 1995). There were some instances where I truly felt like a fly on the wall. I wrote in my field journal on May 11, 1995, "They don't know who I am or why I'm here - I feel more like an observer at this time than a partial participant." I have shared these observations because I wanted to point out how special these women made me feel in such a short period of time.

One of the limitations in doing this study was that there were only three participants. Although a case study of this type usually has a small number of participants, I would have liked to have been able to interview at least two
more teachers. I sent 19 letters to teachers in the school district and received only four responses and was only able to schedule three interviews and observations. Perhaps the low response rate was due to: (a) general lack of desire to participate in research studies; (b) lack of a time available to participate in this study; (c) concern over how involvement in this study would impact on their job; (d) uncertainty for the researcher and/or purposes of the study; (e) a relatively small pool from which to solicit potential subjects; and (f) the fact that data collection began very close to the end of the school year.

Another difficult aspect in doing this study for me was finding ways to articulate the intersection(s) between race/ethnicity and gender and the recruitment phase of socialization into teaching. Although I attempted to find possible links between racism, sexism and homophobia in this early phase of socialization, the women who participated in the study did not experience racism, sexism or homophobia in relation to their decisions to become physical education teachers. They did, however, describe experiences with racism and/or sexism after they graduated as they applied for jobs and/or in their current positions. If sports studies and sport pedagogy scholars in the United States are going to work towards research studies and theory building which are exemplary of the multicultural environment in
which we live and work (Birrell, 1989, 1990; Bredemeier, 1992; & Smith, 1992), we need increased exposure to understanding the complexities of racial/ethnic identity, sexuality and gender in this culture.

Suggestions for Future Research

This was an exploratory study. One thing I learned doing this study is that these women were interested in telling their stories. Out of 138 physical educations in their school district, only 19 were African American women. The participants in this study were concerned about the low numbers of racially/ethnic diverse female teachers in their school district. The decreasing number of racial/ethnic minorities in teaching, in general, and physical education, in particular is an area of concern which warrants further investigation. I would suggest the following research strategies:

1. Conduct a longitudinal study in which men and women of color would be interviewed. This study should include a multiple interview format in an effort to gain more depth within the data. From these data a grounded survey could be created and sent to a random sample of teachers over a greater geographical region. Including men and members of other racial/ethnic minority groups in this larger
study may evoke additional ideas, perceptions, attitudes about race/ethnicity, gender and sexuality.

2. Conduct descriptive research by surveying faculty, staff and school administrators in physical education teacher education programs across the United States to gather more information on the racial/ethnic and gender composition of their students and what steps, if any, they are taking to recruit and retain racially/ethnically diverse students.

3. Develop a study to investigate racial/ethnic minorities who have or have not chosen to become physical education teachers. The sample for this study would come from a population of high school seniors and first year college students in areas of the country with larger populations of racial/ethnic minorities. The variables in this study could be linked to recruitment themes, resources and/or strategies derived from the results of the research mentioned in numbers 1 and 2.

4. Conduct studies within a critical paradigmatic perspective to investigate race/ethnicity and gender in recruitment into teaching.
5. A study should be developed which looks at recruitment into careers in education among racial/ethnic minorities in a broader context. This type of study may unveil factors which may hinder and/or facilitate racial/ethnic minorities decisions to become teachers.

These suggestions I have made could be representative of research which may add a multicultural layer to and shed some theoretical insight into recruitment and professionals socialization into teaching physical education. The publication of findings from these research projects may also provide some insight into ways to decrease the disparity between racial/ethnic minority students and their teachers.
APPENDIX A

INFORMATIONAL LETTER
DATE

first name last name
school
street address
city, state zip code

Dear first name:

This letter was sent to you to inform you of an opportunity to participate in my dissertation research project. I obtained your name from the Coordinator of Physical Education for the Columbus Public Schools. Please take a moment to read this letter as it describes the nature of the research project and your potential role in the study.

As you may know, there has been an increasing interest and concern in creating multicultural environments in our schools, colleges and universities. The faces of the United States, Ohio, and Columbus are changing as the racial/ethnic diversity of our populations grow more diverse. Inherent in becoming a multicultural nation, state, and city is a desire to recruit and retain teachers who are representative of this diversity. This research will examine the impact of race, ethnicity, and gender on the reasons why a woman of color chooses physical education as a profession. It will also address the longevity of women of color in the profession. Finally, this research may provide information useful in the development of curriculum and climate which not only attract women of color to academic programs leading toward teacher certification in physical education, but also help them be successful in obtaining their degree and a professional position.

After reading this brief overview of the research project, you may be wondering what it will mean to participate in this study. You will participate in at least 2 to 3 face to face interviews with me. Each interview will probably last 1 hour, be tape recorded, and take place at a location and time convenient to you. I will ask you to write a brief statement of your decision to become a physical education teacher. Finally, I will observe your work environment during a typical school day. Everything possible will be done to protect your anonymity throughout the process. One example is that pseudonyms will be used in all interview transcripts, observation field notes and data analysis. (First name), if you decide to participate in this research project, you will have access to any information about this research at any point in time. In addition, you should
understand that your decision to participate in this study is voluntary. You may withdraw from the study at any time.

Thank you for taking the time to read this letter. If you are interested in participating in this study, please complete and return the enclosed form in the postage paid envelope. I will contact your school principal to gain his/her approval before making any formal arrangements for setting up interviews and observations.

Sincerely,

Camille P. O'Bryant
Doctoral Candidate
APPENDIX B

MINI-BIOGRAPHICAL SHEET
Thank you for your interest in participating in this research. Please take a moment to provide me with some information so that I will know a bit more about you and how to get in touch with you.

Name: ________________________________

Address: ________________________________
          (Street)
          ________________________________
          (City, State and Zip Code)

Tel. # ________________________________
          (day) ________________________________
          (evening) ________________________________

Current Position: ________________________________

How long there?: ________________________________

Previous Position: ________________________________

How long there?: ________________________________

Could you please describe or tell me the racial/ethnic group with which you identify?

______________________________

Thank you for filling in this information and returning this form to me in the enclosed postage-paid envelope. I will contact you by telephone within a week of receiving this form to determine your availability for participating in the study.
APPENDIX C

FOLLOW UP LETTER TO PARTICIPANTS
<Date>

Dear <Name>:

Thank you for agreeing to be a participant in my dissertation research project. As we agreed on the telephone, I will meet you at <Place> on <Date> at <Time> for a face to face interview.

Please take a moment to review the enclosed interview guide in order to familiarize yourself with the scope of the study and probable questions. Also enclosed with this note is an informed consent form. Before the interview begins, I will review this form with you. After we have signed the informed consent form, I will leave a copy for you to have for your records.

If you have any questions and/or problems with our arranged interview time, please do not hesitate to contact me at home. My telephone number is 436-8142.

I look forward to meeting you.

Sincerely,

Camille P. O'Bryant
APPENDIX D

DATA COLLECTION SCHEDULE
### DATA COLLECTION SCHEDULE

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APPENDIX E

INFORMED CONSENT FORM
I consent to participating in research, the purpose of which is to gather information on the experiences and concerns from women of color who teach physical education. The Principal Investigator or his authorized representative has explained the procedures to be followed and the expected duration of my participation.

I understand that the interview(s) will be tape recorded and last approximately 1 hour (3 hours).

The information I reveal in the interview will remain confidential and my name will not be revealed in the final report. In addition, I am free not to answer any questions I may be asked.

I have been fully informed of the procedures described above and agree to become an informant in the study. I am aware that I may withdraw from the study at any time.

I, ____________________________, hereby grant you permission to publish any material obtained in this study, provided my name is not used and efforts are made to insure my anonymity.

(Signed) Participant  (Date)

I have fully explained to ____________________________ the nature and purpose of the procedures described above. I have asked if any questions have arisen and have answered them to the best of my ability.

(Signed) Interviewer  (Date)

(Signed) Principal Investigator  (Date)
APPENDIX F

GENERAL INTERVIEW GUIDE
The interview will begin by a description of the interview process. In order to protect your anonymity I would like you to choose a pseudonym for yourself.

In order to protect your anonymity, I will use this pseudonym during the course of the interviews and in all written transcripts, data analysis, and presentation of results.

If you do not feel comfortable answering a question or would like me to turn off the tape recorder, please let me know.

Do you have any questions? Then let's begin.

Demographic Questions

1. I was wondering if you could begin by telling me a little about yourself...where did you grow up...do you have a family...where do you currently live and work...?

2. What racial/ethnic group(s) do you identify with?

3. Where did you go to college?

4. How long have you been teaching physical education?

5. Which school levels have you taught physical education in?

6. Where do you teach now...type of school?

7. In general, how would you describe your duties and responsibilities in your school?

8. What types of factors influenced your decision to become a physical education teacher?

9. Could you elaborate on the type(s) of experience(s) that led you into this profession?

10. Were there any individuals who played a key role in your decision?
11. What type(s) of reaction(s) did you get from family and/or friends when you decided to become a Physical Education teacher?

Women of color in collegiate P.E. Programs - visibility/invisibility

12. In general, how would you describe your collegiate experience(s)? What kinds of experiences stick out in your mind as being exceptionally positive and/or negative? Why?

13. As you look back on your college career and think about your present/past teaching positions, what situations/factors made your career choice difficult...challenging...rewarding?

14. How would you describe the racial/ethnic mix of female students in your college program?

Racism, sexism, homophobia... and Women of Color Physical Education Teachers

15. What types of experiences (if any) did you have with racism, sexism... in college and/or your teaching position(s)?

16. In what type of contexts or situations did they occur???

17. As a woman of color, how do you feel racism and sexism affected your collegiate experience and your past/present job(s)?

19. Please describe (provide examples of) stereotypes about female Physical Education teachers you are aware of?

20. Can you describe any situations or experiences in which you observed and/or were the target for racist, sexist, homophobic and/or heterosexist comments...actions?

21. What is it like for you as a woman of color to be a Physical Education teacher?

22. What other experiences or situations have you had as a Physical Education teacher which have made your career choice a challenge?

23. How is it that you overcame these challenges??
Personal and professional experiences and/or concerns -
their potential to affect career choices and/or goals for
women of color - socialization

24. What is your understanding of the numbers of women of
color who teach Physical Education (in Ohio...USA)?

25. What is it about teaching Physical Education that keeps
you in the profession? What do you enjoy the
most...what do you enjoy the least?

26. Are there any situations/factors which would lead you
to pursue other careers?

26. If you were to choose another career, what would it be?

Future aspirations for your career in Physical
Education...future for women of color in Physical Education

27. There has been an increased interest in
developing/creating a more culturally diverse community
among teachers in terms of who they are and what/how
they teach.

What comments or suggestions would you offer regarding
recruitment and retention of women of color as Physical
Education teachers?

28. What do you think the outlook is like for women of
color entering this profession?

29. How do you think faculty and administrators in
collegiate teacher education programs relate to the
needs, concerns of women of color in Physical
Education?

30. Describe some of the ways school systems could work
toward recruiting/retaining more women of color as
physical education teachers?

31. How important - if at all - do you think it is for
women of color Physical Education teachers to be more
visible? What would allow women of color Physical
Education teachers to be more visible -
figuratively...literally?

32. If you were to create a list of factors which
would/could contribute to increased numbers of women of
color Physical Education teachers, what would it consist of?

33. What strategies or support mechanisms do you feel would be most likely to help women of color a) choose to become PE teachers; b) stick with that decision and obtain their teaching certificate; and c) stay in the field as long as you have or intend to?

34. Is there anything you wish to add about your experiences/life as a Physical Education teacher and woman of color which hasn't been asked?

Thank you for your time and candor in this interview.

THANK YOU!!!!
All About Me

Who I am

Where I went to college
My family
Where I currently teach
When I decided to become a physical education teacher
What a typical day at work is like

I. Why did I want to teach and what attracted me to teaching?

A. Material Benefits
   1. Money
   2. Job security
   3. Mobility

B. Psychic/Symbolic Benefits
   1. Prestige
   2. Power
   3. Discipline
   4. Respect
   5. Good grades

C. Influence of Significant Others
   1. Family
   2. Teachers/Coaches
   3. Parents
   4. School Counselor

D. Absence of other occupational choices
   1. Not liking occupational choice
   2. Failing to meet entry requirements

E. Help Others

F. Continued involvement in sport

G. Teacher’s Schedule

H. Ease of Entrance into PE Programs

I. Have to be a good student

II. Retention - College Experience

A. Positive - Negative
B. Racial Mix
C. Gender Mix
D. Enjoyable
E. Good Grades
F. Size of major
G. Involvement in Sport - intramural, intercollegiate
H. Teachers

III. Retention - Racism, Sexism, Homophobia

IV. Stereotypes about Physical Education Teachers
A. Dumb Jock
B. Manly
C. Lesbian
D. Ways of Dressing

V. Recruitment of Future Teachers
A. Increase cultural diversity
B. Financial Incentives
C. Partnerships
D. Academic Help
E. School Environment
F. Alternative/Creative Strategies for Certification
G. Teachers recognize potential recruits
H. Hands on - Practical Training
I. Get them into teaching ASAP
J. Increase visibility/community for African American teachers
K. Help Them!
APPENDIX H

FIRST MEMBER CHECK LETTER
Dear < >:

Yes, it's me again. I have finished transcribing our tape recorded interview. At this point in the research process, it is imperative that I seek your assistance and advice. The transcripts reflect the best of my ability to type our comments verbatim which were made during the interview. There are probably some typing errors in the documents. There may also be some instances where you have more to add to some of the questions which were asked (or not asked) during the interview. It would be extremely helpful to me if you would feel free to add, rearrange and/or subtract from any part(s) of the transcribed document. Please feel free to make your changes and comments directly on the document itself. Actually, this is called a member check. Member checks are used in qualitative research to establish validity of research findings. So, your input is critical at this stage of the game. If someone made a comment while another person was talking, I placed the comment (if it was short enough) in parentheses (). Sometimes I made some transcribing and/or editorial notes within the transcription. These were placed either in brackets [] or braces {}.

By the time you get this letter school will be out and hopefully you all will have a peaceful and safe Summer. I have enclosed a self addressed stamped envelope for you to use to return the transcription to me. As far as the overall research process goes, I am working on the review of literature section because you have all helped me find the direction in which I need to go to complete that chapter of the dissertation. I would like to have the first draft of the entire dissertation completed by late August. It would be helpful if you could return your edited version of the transcription within the next two weeks (or sooner).

Thanks again for your help and willingness to participate.

Sincerely,

Camille O'Bryant
APPENDIX I

SECOND MEMBER CHECK LETTER
<Date>

Dear,

I hope your summer went well, and that the school year is progressing nicely. I am writing to update you on the progress of my study in which you volunteered to participate. First, I would like to thank you for taking the time to read and return corrected transcripts early in the Summer. I have since been reworking the first three chapters of my dissertation and writing the fourth chapter. At this point in time I am working on the fifth and final chapter. If all goes well, I should have my final oral examination in December and graduate in March. In the meantime, I am still at Ohio State and have accepted a faculty position in the School of HPER. Needless to say, this quarter has been very busy.

In an effort to ensure that I am representing your stories as accurately as possible, I am enclosing a draft of chapter four for your review. This chapter is designed to present your perceptions, feelings, attitudes, and experiences in relation to the process of recruitment into teaching, the impact of race/ethnicity and gender on this process, and suggestions you have for recruitment and retention of African American women into teaching physical education. This chapter is supposed to be your story. I have tried not to make any interpretations or draw any conclusions (this happens in the next chapter). As you read the chapter, feel free to make any additions, corrections, deletions..., you feel necessary. If you find there are changes which you would like to see included in the next writing of the chapter, please call me (436-8142 - home; 292-0867 - office). I will forward you a postage paid envelope for return of the chapter. If you are interested in receiving a copy of the final draft, please let me know.

Thank you once again for all your help. Please call if you have any questions.

Sincerely,

Camille P. O'Bryant
LIST OF REFERENCES


Task Force For Minority Recruitment and Retention (1992). Final Report (unpublished School of Health, Physical Education and Recreation. The Ohio State University. Columbus, OH.


