

# “My Methods Courses Feel Like Walmart”: Influence of Secondary Organizational Socialization on Early Career Faculty Members’ Implementation of PETE

Jamie Jacob Brunsdon<sup>1</sup> and Matthew D. Curtner-Smith<sup>2</sup>

<sup>1</sup>College of Health Sciences, The University of Memphis, Memphis, TN, USA; <sup>2</sup>Department of Kinesiology, College of Education, The University of Alabama, Tuscaloosa, AL, USA

The purpose of this study was to describe the influence of secondary organizational socialization on seven early career faculty members’ (FMs’) implementation of physical education teacher education (PETE). Data were collected with four qualitative techniques and analyzed with standard interpretive methods. FMs delivered PETE that was either a hybrid of the traditional/craft and behavioristic orientations to teacher education or of the critical inquiry, traditional/craft, and behavioristic orientations. Cultural elements and conditions that helped or hindered FMs’ in PETE were identified. FMs coped with negative and unfavorable elements of their cultures and conditions by fully complying with, strategically complying with, and strategically redefining their situations, or finding a new position. The stories of these FMs should inspire administrators, senior colleagues, and those training doctoral students to reflect on the degree to which they help or hinder neophyte FMs, as well as aid doctoral students preparing to make the transition into faculty positions.

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In the last 10 years, a small cadre of scholars has started to examine how sport pedagogy faculty members’ (FMs) thoughts and actions regarding physical education and physical education teacher education (PETE) are shaped by their secondary organizational socialization (i.e., the influence of the university culture and conditions) (Casey & Fletcher, 2012; Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018). Similar to the work completed on the occupational socialization of teachers (Richards et al., 2014, 2019), the objective of the research on FMs has been to improve the quality of PETE delivered in universities and the environments in which FMs work.

The limited amount of sport pedagogy socialization research that has included a secondary organizational socialization component suggests that early career FMs begin their careers with one of three orientations to teacher education described by Zeichner (1983). The first of these, the traditional/craft orientation, is an apprenticeship model, the core of which involves FMs placing preservice teachers (PTs) with competent cooperating teachers in schools where good practice is modeled. By contrast, the behavioristic orientation to teacher education stresses the need for PTs to be held accountable for using specific pedagogies, behaviors, and models that have been shown by research to be effective in terms of promoting student achievement (see Graham & Heimerer, 1981; Siedentop, 1983; Silverman, 1991). Finally, FMs who favor the critical inquiry orientation to teacher education focus on preparing teachers who are concerned with combatting marginalization, promoting equality and democracy, and related historical, political, moral, ethical, cultural, and social issues (Park & Curtner-Smith, 2018).

The research on secondary organizational socialization, to date, also indicates that early career FMs are influenced by the

beliefs and actions of senior sport pedagogy FMs and administrators, and the reactions of undergraduate PTs and graduate students they teach (Casey & Fletcher, 2012; Dodds, 2005; Merrem & Curtner-Smith, 2018; Napper-Owen, 2012; Park & Curtner-Smith, 2018; Richards et al., in press). Moreover, this research suggests that more often than not administrators and senior FMs create positive and welcoming work cultures and their views about PETE are similar and supportive of those held by early career FMs. In addition, PTs who react positively to their teaching encourage young FMs (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018). In contrast, the research in this line also suggests that a number of factors can make life difficult for early career FMs including unsupportive senior FMs and administrators, weak PTs and cooperating teachers, and a lack of resources and high-quality schools in which to place PTs. In addition, the long hours they work and the tension that exists between FMs in different subdisciplines of kinesiology can have an adverse impact on the quality of the PETE early career FMs deliver and cause them to lower expectations for their PTs (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press). Furthermore, research in sport pedagogy and other fields indicates that the formal evaluations they receive from students and criteria for tenure and promotion also influence early career FMs’ views and practices. Similarly, their institutions’ focus on teaching or research and service, and the role strain and overload felt as they try and work in these components of their jobs, are key elements in shaping the work of early career FMs as they seek to gain approval from those who will judge them (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press; Tierney, 1997).

If their views about conducting PETE differ from those of administrators and colleagues who are not open to change or compromise, FMs can employ one of two coping strategies. First, they can strategically comply (Lacey, 1977) with the perspectives and practices with which they disagree. In time, this strategy may

Brunsdon ([jbrnsdon@memphis.edu](mailto:jbrnsdon@memphis.edu)) is corresponding author,  <https://orcid.org/0000-0002-4579-0005>.

lead to FMs strategically adjusting (Etheridge, 1989) to the perspectives and practices with which they disagree and their original beliefs about PETE fading and being partially or fully “washed out” (Blankenship & Coleman, 2009; Park & Curtner-Smith, 2018). Second, FMs can attempt to strategically redefine (Lacey, 1977) and change existing program components (Park & Curtner-Smith, 2018). Generally, strategic redefinition carries more risk than strategic compliance and so it is a strategy that is more likely to be used by more experienced and less vulnerable FMs (Merrem & Curtner-Smith, 2018). The degree to which FMs employ these strategies may also increase when FMs disagree with the ways in which their programs are shaped by governments, accreditors, or official bodies which control and dictate, to some extent, how PTs are trained and the standards they have to reach to be certified (Merrem & Curtner-Smith, 2018). Finally, the amount of strategic compliance and redefinition may also increase when universities’ objectives, cultures, and the intellectual rigor of programs are adversely affected by market priorities (Enright et al., 2017; Park & Curtner-Smith, 2018).

The research described in this paper was our effort to build on the limited amount of research in this line. Its purpose was to describe the influence of secondary organizational socialization on early career FMs’ implementation of PETE. The specific research questions we attempted to answer were: (a) How did FMs deliver PETE? and (b) What factors helped and hindered FMs as they delivered PETE?

## Method

### Participants

Participants were seven early career sport pedagogy FMs who had less than seven years of experience working in higher education. They were purposefully selected based on working at universities that varied in terms of location in the United States, size, and focus. The FMs’ age range, gender, ethnicity, years working in higher education, current faculty rank, the number of institutions in which they had worked, the type of institutions in which they had worked, and those institutions’ Carnegie Classifications (Indiana University Center for Postsecondary Research, n.d.) are all shown in Table 1. All the FMs signed a consent form indicating their willingness to take part in the study in congruence with our institution’s institutional review board. FMs also chose a pseudonym so as to protect their identity.

### Data Collection

Data were collected with four qualitative techniques. First, FMs wrote their *ideal PETE program* using any format they thought appropriate. In their programs, they were asked to include the objectives and courses, pedagogies, and content to be taught but were free to add other elements. When completing this task, Bernard, Ash, Jack, and Karen chose to provide a detailed scope and sequence of courses, while Elizabeth, Delilah, and Gabriel wrote in note form. Second, FMs provided between 8 and 20 *documents* illustrating the kind of PETE they delivered (e.g., PETE curriculum plans, course syllabi, lecture plans, class handouts, early field experience [EFE] and student teaching organizational plans, and class evaluation schemes). Third, FMs supplied *film* of themselves teaching PETE (i.e., methods and content courses) in the classroom and gymnasium or on the field. The first author then made detailed notes on the contents of each film.

Fourth, the FMs completed *formal interviews* with the first author in which they supplied demographic information (e.g., age, race/ethnicity), and described the PETE they delivered in terms of objectives; courses, pedagogies, and content featured (e.g., What are your goals?); curricular organization (e.g., In what order do you teach methods courses?); evaluation (How are PTs evaluated during their internship?); and the type of PTs recruited (e.g., What criteria do you use to select PTs for your program?). FMs were also asked about the degree to which the PETE they delivered matched their views about ideal PETE (e.g., To what extent does the PETE program as it is taught match your beliefs?). Finally, FMs were asked to describe factors that helped and hindered their delivery of PETE (e.g., How, if at all, do your colleagues influence how you deliver PETE?). Formal interviews were semistructured in that the protocol involved each FM being asked the same leading question but multiple follow-up questions were allowed. They were conducted via Zoom, recorded, and ranged from 90 to 120 min in duration. On completion, the formal interviews were transcribed verbatim.

### Data Analysis

During Phase 1 of the analysis, the first author sorted the data across all FMs and sources into two subsets that pertained to each of the research questions (i.e., How FMs delivered PETE and the factors that helped and hindered FMs deliver PETE). During Phase 2, the first author reduced data in each subset to themes using analytic induction and constant comparison (Patton, 2015). Specifically, the first author separated data into logical chunks by highlighting and underlining and gave each chunk a numerical code and descriptor. The first author then grouped coded data to form categories, and grouped categories to form themes. The second author acted as a critical friend (Costa & Kallick, 1993) during this process by providing feedback on emerging codes, categories, and themes. During Phase 3, we selected data extracts to illustrate the key findings described in this paper.

We established trustworthiness and credibility through three techniques. These were member checking, the search for negative and discrepant cases, and triangulation (Patton, 2015). Member checks were carried out regularly during data collection via Zoom and telephone. They involved the first author seeking confirmation of facts and his emerging interpretations of the data from the FMs. In addition, we completed a final member check when the FMs who took part in the study were asked to provide feedback on an earlier version of this manuscript in terms of its factual accuracy. Throughout the analysis process any negative and discrepant cases of data were employed to modify existing codes, categories, and themes. Finally, triangulation involved cross-checking that our findings were consistent across the four data sources.

## Findings

We begin this section by describing the PETE programs the FMs delivered. Next, we describe the factors that helped and hindered the FMs deliver PETE.

### FMs’ Delivery of PETE

Two broad themes emerged from our analysis of the data on FMs’ delivery of PETE. These were that FMs either delivered PETE based on a combination of Zeichner’s (1983) *traditional/craft and behavioristic orientations* to teacher education or based on a

**Table 1 Early Career Faculty Members' Socialization Profiles**

| Biographic Detail                 | Participants                                 |  |  |  |  |  |  |
|-----------------------------------|--|--|--|--|--|--|--|
|                                   | Ash  | Elizabeth                                    | Jack   | Delilah  | Karen  | Gabriel                                      | Bernard  |
| Age range (years)                 | 35–39  | 25–29  | 35–39  | 40–45  | 25–29  | 30–34  | 35–39  |
| Gender/ ethnicity                 | Male/White                                   | Female/White                                 | Male/White   | Female/White                                       | Female/White   | Male/White                                   | Male/Asian   |
| Years working in higher education | 4  | 3  | 6  | 1  | 2  | 6  | 5  |
| Current faculty rank              | Associate Professor                          | Assistant Professor                          | Associate Professor  | Assistant Professor                                | Assistant Professor  | Associate Professor                          | Assistant Professor  |
| Number of institutions            | 1  | 1  | 2  | 1  | 2  | 1  | 1  |
| Type of institution               | Public, medium                               | Public, medium                               | Public, medium <sup>1,2</sup>  | Public, large                                      | Public, <sup>1,2</sup> medium  | Public, medium                               | Public, medium   |
| Carnegie classification           | Master's university: larger program          | Master's university: larger program          | Master's university: larger program <sup>1,2</sup>   | High research activity                             | Doctoral/professional university, <sup>1</sup> high research activity <sup>2</sup>               | High research activity                       | Very high research activity                                      |
| Orientation to teacher education  | Traditional/craft, behavioristic             | Traditional/craft, behavioristic             | Traditional/craft, behavioristic   | Traditional/craft, behavioristic, critical-inquiry | Traditional/craft, behavioristic, critical-inquiry   | Traditional/craft, behavioristic             | Traditional/craft, behavioristic                                 |
| University culture                | Positive                                     | Negative                                     | Positive <sup>1,2</sup>  | Positive   | Negative, <sup>1</sup> Positive <sup>2</sup>   | Neutral                                      | Negative   |
| University conditions             | Favorable                                    | Unfavorable                                  | Favorable <sup>1,2</sup>   | Favorable  | Unfavorable, <sup>1</sup> favorable <sup>2</sup>   | Favorable                                    | Unfavorable  |
| Coping strategies                 | Strategic compliance, strategic redefinition | Strategic compliance, strategic redefinition | Full compliance, <sup>1</sup> strategic compliance, <sup>2</sup> strategic redefinition <sup>2</sup> | Strategic compliance, strategic redefinition       | Strategic compliance, <sup>1</sup> found new position, <sup>1</sup> full compliance <sup>2</sup> | Strategic compliance, strategic redefinition | Strategic compliance, strategic redefinition, found new position |

*Note.* <sup>1</sup>Denotes first university employed in. <sup>2</sup>Denotes second university employed in.

combination of the *critical inquiry, traditional/craft, and behavioristic orientations*.

### **Traditional/Craft and Behavioristic Orientations**

As shown in Table 1, five of the FMs (Ash, Elizabeth, Jack, Gabriel, and Bernard) believed in and delivered PETE that reflected Zeichner's (1983) traditional/craft and behavioristic orientations to teacher education. For instance, elements of the traditional/craft orientation were revealed when FMs stressed the importance of PTs being "in the field" "as much as possible" so they could gain "hands-on experiences" in schools. To this end, they advocated placing PTs in multiple EFEs and high quality culminating internships that were "strongly monitored" by first-rate cooperating teachers in order to learn pedagogical, planning, and assessment skills, "standards-based teaching," and develop "inner confidence." For example, Jack explained that:

from learning content knowledge, pedagogy, standards, grade level outcomes, assessment, curriculum [models], and planning . . . to appropriately applying knowledge in the real world, whether it be with home school [physical education] or in the public school system. With more time in [EFEs], hopefully we can create teachers with developmental teaching orientations (Jack, formal interview).

The FMs in the current study also indicated their support for the behavioristic orientation when they noted that they were focused on producing "competent" teachers who could employ "effective teaching behaviors," "Mosston's styles," and various curriculum models (e.g., the skill themes approach, sport education, health-related fitness, and teaching games for understanding). For example, in her formal interview, Elizabeth noted that PETE "must be thorough and flexible for [PTs] to buy in . . . covering content, teaching styles, reflective practices, [models-based] theory, assessment, and evaluation." She was also observed making the following points in an undergraduate methods class:

This class is about the purpose of physical education. It is about re-evaluating your beliefs and values toward the profession. . . . Only through good quality teaching can you teach the skills needed and necessary for lifelong physical activity (Elizabeth, film excerpt).

Similarly, referring to the sport education model in a methods course syllabus, Gabriel explained that PTs would be required to:

develop block, unit, and lesson plans for teaching competent, literature, and enthusiastic sportspersons consistent with state and national standards. Confidently identify, explain, and demonstrate in practice, the main features of the model. Identify the learners' needs and support their progress by implementing a variety of formal and informal assessment tools and techniques. Implement various teaching styles and institutional technology appropriate for sport education in schools (Gabriel, document, methods course syllabus).

The type of physical education the five FMs who endorsed the hybrid traditional/craft and behavioristic orientation to teacher education wished their PTs to deliver reflected the value orientations (Curtner-Smith et al., 2018) for the subject they prioritized themselves. These were disciplinary mastery (i.e., focus on students' mastery of content) and learning process (i.e., focus on

students acquiring skills that enable them to learn for themselves). For example, FMs in this group hoped that their PTs would focus on students "learning fundamental movement skills," "sporting etiquette," and becoming "healthy performers." Furthermore, FMs wanted their PTs to help students learn how to "analyze and reflect on their unique skills" and develop an "understanding of tactics and strategies" to use in games. To realize these objectives, FMs attempted to recruit "teaching oriented" PTs and both advocated and employed a core program that consisted of a series of methods classes, some of which were "models-based"; EFEs and the final internship; and content courses, many of which were field-based.

### **Critical-Inquiry, Traditional/Craft, and Behavioristic Orientations**

The other two FMs in the study (Delilah and Karen) also included many elements of the traditional/craft and behavioristic orientations in the PETE they supported and delivered and, like the other five FMs in the study, thought it important that their PTs acquire technical teaching skills, engage in multiple EFEs, and learn from high-caliber cooperating teachers. In addition, however, they also believed in going "beyond the nuts and bolts of teaching," thought it important that PETE produce "compassionate teachers," and strongly endorsed the critical inquiry orientation to teacher education (Zeichner, 1983; Table 1). For example, Karen stressed the importance of:

Teaching for and learning from best practices. . . . Maintaining sociocultural practices in professional settings. . . . Using case studies, social justice concepts, and culturally responsive teaching. . . . Embedding the teaching personal and social responsibility model [within] the skill themes approach. . . . Using the culturally relevant physical education model when rotating field experiences in (1) afterschool programs, (2) low/middle class suburban settings, and (3) middle/upper class suburban settings (Karen, ideal PETE program description).

Both Delilah and Karen believed it important that they recruit and admit PTs who were open to the critically oriented PETE they were attempting to deliver, although they realized that this was difficult. Moreover, they wanted their PTs to consider what had been "done in the name of physical education" in the past, "reflect" on the effects of their own practice, and "teach through movement." To this end, they wanted their PTs to focus on goals related to a broad range of value orientations (Curtner-Smith et al., 2018). Specifically, as well as goals related to the disciplinary mastery and learning process perspectives, they hoped their charges would attempt to realize objectives connected to the self-actualization (i.e., focus on students' individual growth), social reconstruction (i.e., focus on schooling as a process through which cultural change can be realized), social responsibility (i.e., focus on students developing respect for others and cooperating with each other), and ecological integration (i.e., focus on students acquiring a global perspective) value orientations. Delilah, for example, explained that:

We need radical change. The standards were written long ago by White supremacists, yet they haven't changed much. These are the hierarchy of the standards you should be reaching through your teaching, but are they looking at socioeconomic levels? Kids don't have equitable activities they can participate in. Are the standards applicable to all? You don't see many PE

teachers of African, Asian, or Hispanic heritage. . . . There's a bigger picture that [PETE] ought to connect with (Delilah, formal interview).

Similarly, Karen argued that:

We're [i.e., physical education] not just a place to have activity. There's a lot more to it and there's a lot more potential. So we need PETE to help people [i.e., PTs] see the potential of PE. Teaching concepts related to social justice, addressing diversity, creating relationships. . . . PETE is about developing an expectation of being a good teacher and human being (Karen, formal interview).

Once PTs were technically competent, this kind of PETE, the two FMs argued, involved PTs being placed in a "myriad" culturally diverse school settings that were representative of "modern school communities." Furthermore, Delilah and Karen suggested that PTs take classroom-based "critical courses," engage in "special issue seminars," and learn about grant writing and school politics in methods classes.

## Factors That Helped and Hindered FMs Deliver PETE

Three broad themes emerged from our analysis of the subset of data regarding factors that helped and hindered FMs deliver PETE. These were *culture*, *conditions*, and *coping strategies*.

### Culture

In congruence with past research (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press), the cultures of the departments in which the FMs worked were formed and heavily influenced by the perspectives and actions of administrators, senior colleagues in PETE, PTs, and the focus of the university. On balance, five of the nine universities in which the FMs worked had positive cultures, three had negative cultures, and one had a neutral culture, meaning that the positive and negative elements of the culture at this institution canceled each other out (Table 1).

Administrators helped FMs deliver PETE when they were "flexible," provided support, indicated that they believed PETE was important, provided relevant "professional development," and gave FMs "voice." Moreover, the FMs appreciated their department heads when they fought to acquire more space and time for their programs and to include only relevant courses from general education in the PETE program. In contrast, administrators were perceived by the FMs as being a hindrance when they "failed to keep promises," employed a slow bureaucratic process and made "all the decisions" about curricular change, supported poor practice, "marginalized PETE," and didn't "understand" or view physical education as important:

It's difficult for PETE professors to be heard when [administrators] don't think physical education is important. The trickle-down effect—not understanding the importance of PETE. [It's] extremely difficult to innovate. . . . You can't imagine the things we'd have to go through just to do the things [i.e., curricular changes] I want to do (Elizabeth, formal interview).

Colleagues in sport pedagogy were helpful in terms of delivering PETE when the FMs formed "excellent" relationships with them, and they were "open-minded" "dedicated," and good mentors who "advocated for the profession." This kind of colleague

gave the FMs a "sense of confidence." Conversely, senior sport pedagogy colleagues were problematic when their beliefs and values regarding PETE were incompatible with those of the FMs. For example, at her first institution, Karen found that her critical-inquiry orientation to teacher education was "heard but not listened to" and "clashed massively" with the "outdated" perspectives of some of her colleagues:

Doing FitnessGram with our undergrads at the beginning and end of every semester. In my opinion, it's not relevant to teaching future teachers. It continues the idea that you have to be a high performing athlete to be a physical education teacher which we've known for a long long time is not the case. It doesn't make you a quality teacher. It only makes people uncomfortable. . . . I had to beg a student to come back after she quit because she found out she was going to do this in the program. I just don't think you should have to be able to perform the content to get the degree (Karen, formal interview).

Senior sport pedagogy colleagues were also unhelpful when they weren't prepared to "challenge custodial dispositions" held by PTs and instead reinforced them and so "sabotaged" the PETE the FMs were trying to deliver. Moreover, these "vets" made life difficult when they didn't treat FMs with respect, thought FMs were not "qualified" because they "didn't have any K–12 experience," or suggested they were too young to be in their positions.

The FMs were encouraged to continue conducting the type of PETE in which they believed when they perceived that their PTs "trusted them," were successful in EFEs and student teaching, and improved as teachers. For example, at his second university Jack was encouraged by his students' work using the skill themes approach within an elementary methods course:

Yes. Nice job! It's about establishing a basis for what we teach [i.e., skill themes and movement concepts] and why we are teaching it in that way. . . . Your ideas are clearly related to sport [and] movement activities and just life in general. . . . Not only is this teaching going to benefit students in our area [i.e., in physical education] but this will also benefit them in other ways and in different environments (Jack, film excerpt).

On the downside, FMs' confidence was shaken when they found it "difficult to disrupt custodial philosophies and dispositions" held by coaching oriented PTs. Faced with this situation, Elizabeth noted that she was torn between "rejecting" this kind of PT and risking "losing the program" and her position due to low enrollment, or "accepting poor candidates," which would increase her program and job security but lower the quality of PETE graduates.

The FMs perceived the focus of their institutions as supporting their work as teacher educators when there was a "balance" between the expectations for research, teaching, and service; they did not suffer from role strain between these components of their jobs; and workloads were reasonable. Conversely, and in line with Enright et al. (2017), three FMs (Bernard, Elizabeth, and Gabriel) perceived their universities to be "oppressive" because they were "all about research and money" and there was little reward for good undergraduate teaching. Bernard, for instance, believed that to "survive" at his "research one" institution he would need to "develop a funding-based slant" to his research that would "take him away from PETE." Similarly, Elizabeth asked, "Do I study what I'm passionate about

[i.e., physical education pedagogy] or do I shift my research to become aligned with money [for] my institution?" Finally, Gabriel explained how the focus of his institution on doing funded research and service projects could potentially lead to him not conducting PETE at all:

We've got a lot of publicity [for a research/service project]. The vice-president wants to pump money into it. But trying to navigate that [and] course buyouts—it puts me in a tough spot. Because if I pursue [the project] I would not teach methods. We don't have the bandwidth for that. It's stressful. I know what's best for the students, but it's not necessarily the best for my research and productivity. Where do you draw the line . . . between teaching methods compared to securing another grant and getting more pubs? (Gabriel, formal interview).

### Conditions

Partially in line with previous work (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press), the conditions focused on by the FMs in the current study were the resources available to them for PETE, the quality of school placements and cooperating teachers, and the influence of official standards set nationally or by their state departments of education. On balance, the conditions at six of the nine universities in which the FMs worked were favorable and helped them deliver PETE, while conditions at the other three institutions were unfavorable and hindered the FMs' efforts to prepare PTs (Table 1).

The FMs noted that key resources that helped them deliver PETE were a "good setup" in terms of high quality facilities (e.g., classroom, gymnasium, field space) and equipment (e.g., classroom technology and sports equipment) and the amount of time and curricular space that were allocated for PETE. Furthermore, teaching the same courses each year and having a substantial amount of freedom and "autonomy" helped FMs become "more efficient." Conversely, losing faculty lines, "always being pressed for time" and a lack of curricular space severely hindered FMs from delivering PETE as they wanted to. Programs that were "filled" with "hard [exercise] sciences" and "general education classes," FMs argued, took time away from PETE and "watered down" its effects. Consequently, FMs had to cram as much PETE as possible into the courses that were under their control:

My methods courses feel like Walmart . . . a one stop shop for all things sport pedagogy. We're burdened with double dipping. Teaching . . . hybridizing . . . pedagogy, content, [and] instructional models. You need to be creative. . . . It can be challenging for us [i.e., the faculty] and for the students (Ash, formal interview).

Three of the FMs (Ash, Jack, and Gabriel) were particularly positive about the impact that "incredible," and "supportive" schools and cooperating teachers had on their PTs:

It sounds crazy, but I have full autonomy in schools. PTs have their own placements. They'll teach everyday Monday through Friday. . . . We have multiple supervisors and [cooperating] teachers at each school that have a positive impact. PTs are [assessed] twice a week at the middle [and] high school level and are supervised every day at elementary. We put our best foot forward. . . . It's a pretty effective system that develops good quality teachers (Gabriel, formal interview).

In contrast, Karen (first institution) and Delilah's efforts at conducting critical PETE were hindered by a lack of diversity among the schools near their universities and cooperating teachers who "weren't as thorough as they could be" and "really didn't encourage PTs to be thinking educators." Similarly, several FMs noted that their programs were impeded by having to work with "traditional" and "non-teaching" cooperating teachers:

It's all about developing competent teachers. Still, here in the United States, there are a lot of very traditional and non-teaching [physical education] teachers focused solely on direct instruction [or] who don't really care about teaching. My goal is to change that, improving the quality of teaching and the value of our subject (Bernard, formal interview).

For Elizabeth and Jack (second institution), another key source of frustration was losing "control" of placing and supervising PTs in schools altogether. Both relayed how personnel in their colleges of education, who knew little about physical education, completed these important tasks instead.

The five FMs who were solely interested in the traditional/craft and behavioristic orientations to teacher education generally regarded the "state and national standards" as being positive for their programs and "did everything they could" to align with them. In contrast, Karen and Delilah noted that some of these standards did not support the elements of critical PETE they were trying to deliver:

Radical change is needed. . . . Educators are hesitant about inquiry teaching because policies rarely represent critical perspectives and consider, for example, LGBTQ+ communities. Standards must challenge educators to think and act critically and to genuinely advocate for a better world. Our [policies] are heading in that direction, but in today's world any type of change takes time (Delilah, formal interview).

### Coping Strategies

In response to the variety of cultures and conditions they faced, the FMs employed four coping strategies. Table 1 shows that these included fully complying with the PETE programs at their institutions when cultures were positive and conditions were favorable, the use of strategic compliance and strategic redefinition (Lacey, 1977) to combat elements of their cultures and conditions that were negative and unfavorable, and finding a new position when their cultures and conditions were negative and unfavorable in the extreme.

Jack (at his first institution) and Karen (at her second institution) were the two FMs to fully comply with their positive cultures and favorable conditions. In Karen's case, this was partly because "everything was better than the situation" at her first institution. For Jack, it was because he perceived everything to be "positive":

Our [PETE] curriculum was strong, very student-centered, . . . [and] had a deep emphasis on developing strong content and pedagogical content knowledge. We had four PETE [FMs] with a variety of backgrounds which I thought was great because the [PTs] experienced a variety of perspectives (Jack, formal interview).

Conversely, Karen (from her first institution) and Bernard (at the end of the study) found new positions in response to cultures and conditions they perceived to be "extremely difficult" and, at times, "very unsettling":

It was clear that the program was dated. . . . A highly traditional culture in a very conservative area. Innovative [PETE] was verbally encouraged but not necessarily well received. I wasn't expected to reinvent the wheel, but there was a shock factor when I actually [delivered critical PETE] like, "Oh, you were being serious." So I was nervous—a weird position. . . . It just felt right [to leave] (Karen, formal interview).

All the FMs strategically complied with negative and unfavorable elements of their cultures or conditions to some degree at the beginning of their careers when they were at their most insecure and vulnerable, and when they were assessing the universities and departments they had joined. The more elements of their culture and conditions they considered inhospitable and the more negative and unfavorable they regarded these elements, the more they employed this coping strategy. Bernard, for example, who appeared to be in the most difficult situation, strategically complied with the overall ethos of his university, which he perceived to be "corporate" and "focused on business," by "playing politics" and looking for "funding" for research or service projects not related to his primary interests and at the expense of his work in PETE. His goal in taking this action was to get his "hawk-eyed administrators off [his] back." At the other extreme, although his culture and conditions were largely positive and favorable, Ash "approved" of a PETE curriculum he thought needed "some restructuring" in terms of gaining more time and curricular space for teaching "content" and "assessment." Finally, Gabriel did not complain when he was asked to carry out what he considered to be "frustrating" and "meaningless" service tasks that "literally had no impact" on his career.

None of the FMs strategically complied with the adverse elements of their cultures and conditions long enough to become strategically adjusted (Etheridge, 1989) to and accepting of them or to the point where any of their core beliefs and values regarding PETE were washed out (Blankenship & Coleman, 2009). Instead, as they gained experience, confidence, solidified their positions, and particularly once they had gained tenure and been promoted to the rank of associate professor, all the FMs attempted to strategically redefine at least some of those elements of their cultures and conditions they believed needed to be changed.

Elizabeth and Jack, for example, were successful in their campaigns to include more EFEs in their programs that made it "easier to achieve the standards." In addition, by "hooking" a majority of the PTs she taught on relatively "progressive" views of what teaching physical education involved, Elizabeth was able to counter, to some extent, her colleagues' custodial views of the subject. Moreover, even though she was in her first year at as a teacher educator, Delilah was able to join her senior sport pedagogy colleagues in an ultimately successful fight to reduce the number of "standardized assessments" they were required to carry out which they perceived had been hampering the progress of their PTs. Moreover, Delilah "felt liberated" when, having been given the choice to do so by the state department for education, her college hierarchy "rejected edTPA" (educative teacher performance assessment) and this course of action allowed her to use assessment that was right for her students and appropriate for the profession.

Finally, Ash summed up every early career FM's dilemma regarding whether to strategically comply with or attempt to strategically redefine negative and unfavorable elements of their universities' cultures and conditions when he asked:

Do you have a program more aligned with others in the PETE community, or do you just do your best within the confines of the institution? [The] PETE community are not the ones signing [FMs'] checks, or making decisions about [FMs'] careers, and reviewing [FMs' tenure and promotion] dossiers. Do you just agree with everybody or speak up and cause an issue? It's important . . . [and] your call to make (Ash, formal interview).

## Summary and Conclusions

To our knowledge, this was the first interpretive study to focus exclusively on the effects of secondary organizational socialization on sport pedagogy FMs' implementation of PETE. Its key findings were that FMs delivered PETE that was either a hybrid of the traditional/craft and behavioristic orientations to teacher education or a hybrid of the critical inquiry, traditional/craft, and behavioristic orientations (Zeichner, 1983). We were also able to identify the key cultural elements that helped or hindered FMs to deliver PETE. In line with past research (Dodds, 2005; Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press), these were administrators, senior colleagues in PETE, PTs, and the focus of the university. In addition, we identified the main conditions that helped and hindered the FMs' ability to deliver PETE. Also in congruence with past research (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press), these were the resources available, the quality of school placements and cooperating teachers, and the influence of official standards. Finally, we described four strategies that FMs employed to cope with negative and unfavorable elements of their cultures and conditions. These were full compliance, strategic compliance, strategic redefinition (Lacey, 1977), and finding a new position at a different institution.

At this juncture, we think it important to stress that, in congruences with past research (Merrem & Curtner-Smith, 2018; Park & Curtner-Smith, 2018; Richards et al., in press), the majority of the university cultures and conditions that the FMs encountered were largely positive and favorable. This was in stark contrast with the school cultures and conditions newly graduated physical education teachers are often faced with (Blankenship & Coleman, 2009; Richards et al., 2014). Nevertheless, the fact that three of the nine institutions at which the FMs worked were inhospitable and provided a far from ideal situation for them to develop and conduct PETE is cause for concern. These negative and unfavorable conditions appeared to be acute at both masters and doctorate-granting institutions, although for different reasons.

The main practical implications of the study are for departments of kinesiology or other university units in which PETE programs are housed. Specifically, we hope that reading the combined stories of these FMs will inspire administrators and senior colleagues to reflect on the degree to which they help or hinder neophyte sport pedagogists in their own institutions and inspire them to improve on personal, collective, informal, and formal levels, if necessary. The findings of the study should also help those who work with doctoral students as they prepare their charges for the move to their first positions as FMs in terms of preparing them for the kinds of cultures and conditions they may experience and the strategies they might employ if elements of these cultures and conditions are negative and unfavorable. Finally, we also believe that reading this research should aid doctoral students as they make the transition into their first positions.

Future research in this line should aim to replicate the current study in order to ascertain the extent to which the findings of our study transfer to other early career sport pedagogy FMs in the United States. Scholars carrying out this research might also consider examining FMs' role socialization (Richards, 2015). Similar studies in other countries with different university systems may also prove helpful. In addition, research focused on how mid- and late-career sport pedagogy FMs' delivery of PETE is influenced by their secondary organizational socialization would be useful. Finally, studies of how this phase of occupational socialization impacts sport pedagogy FMs' scholarship might lead to improving university cultures and conditions for inexperienced researchers.

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