Research on Role Modeling in Physical Education

**Code of Conduct for P-12 Physical Education Teachers.** NASPE Position Statement (2011).

"It is the position of the National Association for Sport and Physical Education (NASPE) that each physical education professional is responsible for achieving and maintaining competency of knowledge and integrity of practice as demonstrated through fair, honest and respectful behaviors toward students, colleagues, the profession and society."

**What Constitutes a Highly Qualified Physical Education Teacher.** NASPE Position Statement (2007).

"Highly qualified physical educators from accredited teacher education programs are essential for delivering standards-based curriculum to meet the goal of developing physically educated and physically active individuals."

**A Philosophical Position on Physical Activity & Fitness For Physical Activity Professionals.** NASPE Position Statement (2009).

"Participating in regular physical activity at a level sufficient to promote health-related physical fitness is an important behavior for professionals in all fields of physical activity at all levels, including coaches, K-12 teachers, physical educators and kinesiology faculty members at higher education institutions, and fitness professionals."


"Each professional in sport and physical education is responsible for achieving and maintaining competency of knowledge and integrity of practice as demonstrated through fair, honest, and respectful behaviors toward students, colleagues, the discipline and profession, and society. Each professional is expected to uphold the professional standards and integrity of research and practice and professionalism articulated in the Code of Ethics."


"The purpose of this study was to explore the relationships between teacher’s confidence to teach Physical Education and: 1) teacher’s own physical activity levels; and, 2) teacher’s formal PE training. Results indicated that teachers who engaged in sufficient daily activity to meet the Canadian Physical Activity guideline were more confident in their ability to teach PE (p < .05). When considering teachers’ formal PE training, results (albeit non-significant) confirmed that an increased confidence in teaching PE is associated with educational training in PE. In an effort to increase teachers’ confidence instructing PE class, these findings support the importance of encouraging physical activity participation among generalist elementary school teachers and the need to offer ongoing PE training."


"Hundreds of articles, books, presentations, and workshops, have answered these "HOWs" in different ways. In this editorial I present my point of view on one aspect of the 'how' that I believe is crucial: being a positive role model by being physically active and fit according to health-related criteria. I present this view not only as an educator with some K-12 teaching experience, but also as a parent and advocate for quality physical education. I will end with a few ideas for how we can avoid making excuses and hold each other accountable for being physically active and fit teachers, teacher educators, and future teachers."


"This article examines if being a good role model of physical activity and fitness influence one's employability within the physical education profession."


"The purpose of this study was to investigate Tennessee principals' selection of physical education teacher applicants based on hypothetical descriptions of academic merit and physical appearance. An average GPA, slightly overweight candidate was more favored for the job than a below average GPA, good physical condition counterpart. Also, a significantly overweight applicant with an above average GPA was less favored for hiring when compared to an average GPA candidate with good physical condition. Overall, physical description/appearance influenced Tennessee principal's selections in hiring physical education teachers."


"Provides information on a study which determined the relationship between the physical fitness, employability and teaching effectiveness of a physical educator. Philosophical discussion on how physically fit the physical educator needs to be; Arguments favoring both moderate and high fitness standard; Conclusion."


"This study was designed to determine if a female physical educator’s appearance of body fatness affects 1) the cognitive performance of junior high school students on a test of health-related fitness knowledge, and 2) student attitudes toward the instructor. Results indicate instructor-physical appearance is related to student performance on a cognitive based health-related fitness test. In contrast, instructor physical appearance does not appear related to student attitude toward the instructor."

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"Recent observations regarding peoples' attitudes toward modeling appropriate physical-activity and fitness behaviors in health, physical education, recreation, and dance are discussed. The ranking of lifestyle physical activities as the least important of the four physical activity behaviors was especially disheartening."


"The purpose of this study was to examine the cinematic images of physical educators during the past decade." Categories include: Physical Education Teachers and Coaches are the same, Confusing Contexts and Idiosyncrasies, Appearances, Physical Education Teachers do not Teach, Physical Education Teachers are Bullies, Women and Men Physical Education Teachers are Portrayed Differently, Women are Portrayed as 'Butch Lesbians,' Men are Hormone-Raging Heterosexuals, and Buffoons.