

ABSTRACT

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Title: A Study Examining the Value Orientations of Pre-Service Physical Educators

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Value orientations are the principles of right and wrong that an individual accepts, and they represent philosophical beliefs. Educational value orientations reflect educators' beliefs on schooling and influence decision making on how and what they are going to teach students. Within physical education, the five value orientations include: disciplinary mastery, learning process, self-actualization, social responsibility, and ecological integration. Studies examining pre-service physical educators' value orientations are minimal, and mainly have focused on case methods, field experience, and methods courses changing or identifying their value orientations (Sofa & Curtner-Smith, 2010; Timken & van der Mars, 2009; Zhu, Shen, & Chen, 2021). To the author's knowledge, there is no existing literature that examines pre-service physical educators' value orientations specifically within the state of Connecticut or across graduating years. This study investigated the value orientations of pre-service physical education majors in the state of Connecticut. Prioritizations of value orientations were compared between graduating year, and across three public state universities in Connecticut. Participants (N=52) included college-aged students enrolled within the physical education teacher education program at their university. Each participant completed the Physical Educator Valued Orientation Inventory (Short Form; Chen et al., 1997) electronic survey. Results showed that students from University 2 tended to prioritize the value orientation self-actualization higher than students at University 3. Also, there was no significant difference in prioritization of the five value orientations between anticipated graduation year. Examining pre-service educators' value orientations is still in its' infancy and more research focusing on comparisons between universities, PETE curriculums, and anticipated graduation years needs to be done to provide more knowledge about the future generations of physical educators' beliefs and philosophies regarding physical education pedagogy.