

The Pennsylvania State University
Great Valley School of Professional Studies
College of Education

**THE IMPACT OF PHYSICAL EDUCATORS CAPABILITY BELIEFS ON THE
DELIVERY OF A QUALITY PHYSICAL EDUCATION PROGRAM**

A Master's Paper in Curriculum and Instruction
By

ELIZABETH A. BURKHART

Submitted in Partial Fulfillment
of the requirements
for the Degree of

Master of Education
In
Curriculum and Instruction

December 2010

Approval of Master's Paper

Ravinder Koul, Ph.D.

Date of Signature

Abstract

The population of the United States is greatly affected by cardiovascular disease which can be prevented through the implementation of quality physical education; however, in some schools, the delivery of these curriculums is weak or does not exist. It is supported through the self-efficacy theory that effective implementation of a curriculum is influenced by the educators' capability belief. This study was conducted to investigate the impact of physical educators' beliefs in their capability to deliver quality physical education as a barrier to the actual implementation of quality physical education curriculums. It is important to research the practicality of a quality physical education program implementation among physical educators in order to ensure the subject matter is addressed among students to improve child and adolescent health. Ninety randomly selected physical educators from ten school districts in Berks County, Pennsylvania, completed a survey assessing their capability beliefs and their implementation of quality physical education. A casual comparative research method was used to analyze the data. The results of the study indicate that physical educators who retain strong self-efficacy in their capability to deliver quality physical education curriculum are more likely to implement a quality physical education program. However, most educators were unsure about their self-efficacy to carry out effective opportunities to learn in a quality physical education program.

This study is divided into five chapters. Chapter One describes the topic, the problem and the purpose of the overall study. Chapter Two identifies the literature and research which serves as the basis for the study. Chapter Three is an explanation of the study's design, data collection and analysis. Chapter Four identifies the study's results, and the final chapter summarizes the results.

TABLE OF CONTENTS

	Page
Abstract.....	ii
Table of Contents.....	iii
 Chapter 1.	
Introduction.....	1
Cardiovascular Disease Among Americans.....	2
Causes of Cardiovascular Disease.....	2
Recommendations to Prevent Cardiovascular Disease.....	4
Prevention Programs.....	6
Physical Education.....	6
Questions in this Study.....	7
 Chapter 2.	
The Need for Quality Physical Education.....	10
Establishment of Quality Physical Education.....	11
The Implementation of Quality Physical Education.....	12
Opportunities to Learn.....	13
Content	13
Appropriate Instruction.....	14
Student Assessment	15
Program Assessment.....	16
Factors Which Affect the Implementation of Quality Physical Education.....	17
Roehrig and Kruse Study.....	18
Self-Efficacy Belief.....	18
Additional Factors.....	20
Morgan and Hansen Study.....	21
Conclusions from these Studies.....	21
 Chapter 3.	
Research Methodology, Methods and Materials.....	23
 Chapter 4.	
Results.....	29
 Chapter 5.	
Summary.....	38
 References.....	 42

Appendix A: Sample Pages.....	44
-------------------------------	----