

## **Theoretical Framework of Occupational Socialization**

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Occupational socialization is the theoretical framework used for this study (O'Leary, 2012). Lawson (1986) defined this point of view as "all kinds of socialization that initially influence persons to enter the field of physical education and later are responsible for their perceptions and actions as teacher educators and teachers" (p. 107). Occupational socialization consists of three phases: acculturation, professional socialization, and organizational socialization (Curtner-Smith, Hastie, & Kinchin, 2008; O'Leary, 2012).

The acculturation phase of occupational socialization begins at birth and appears to have the strongest impact on potential physical education teachers (Li & Cruz, 2008; O'Leary, 2012). Within this phase, interest in playing sports, which is mostly encouraged by parents at a young age, draws prospective PE teachers toward the profession (Stran & Curtner-Smith, 2009; O'Leary, 2012). The professional socialization phase occurs within the Physical Education Teacher Education (PETE) program of the preservice teacher (PT). Lawson (1983a) suggested that within this phase PTs "acquire and maintain their values, sensitivities, skills, and knowledge that are deemed ideal for physical education teaching" (p. 4).

The last phase, organizational socialization, delves into the influences of the workplace and how teachers will adapt to teaching within their new environment. Furthermore, Lawson (1983a, b) suggested that innovatively oriented beginning teachers would attempt to transform low-quality PE programs and support high-quality programs. Conversely, he noted that if schools had a particularly conservative culture, beliefs about teaching gained during PETE, which were not congruent with this culture, could be "washed out" (Henninger et al., 2011).

### **References**

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