

Physical Education and Elementary School Teachers

– Teacher training and type of knowledge



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Introduction

The construction of the professional knowledge of teachers of a multidimensional nature [1] is influenced by their perceptions of initial teacher training, a qualification that is grounded on four knowledge components of Physical Education (PE): programmatic; scientific; pedagogical; and reflexive [2]. Thus the relevance of analysing and understanding teachers' personal perceptions about initial teacher education in the PE area, as one of the dimensions of the construction of their professional knowledge.

Method

By means of application of a questionnaire to a stratified sample of 150 elementary school teachers (21 Male and 129 Female), divided in groups of 30 as a function of their years of teaching practice (less than 5, between 6-10, between 11-15, between 16-21 and more than 21 years), we used the categories defined as pedagogical content knowledge in PE and data were analysed in terms of descriptive statistics and interpretive content analysis.

Results

Table 1 – Perception of Kind of Knowledge in Teacher Training – global values

Kind of Knowledge	Σ	Mean±sd	Mode
Scientific Knowledge in PE	613	4,199±1,284	4
Programatic Knowledge in PE	603	4,130±1,272	4
Pedagogic Knowledge in PE	590	4,041±1,270	4
Reflexive Competences in PE	566	3,903±1,249	4

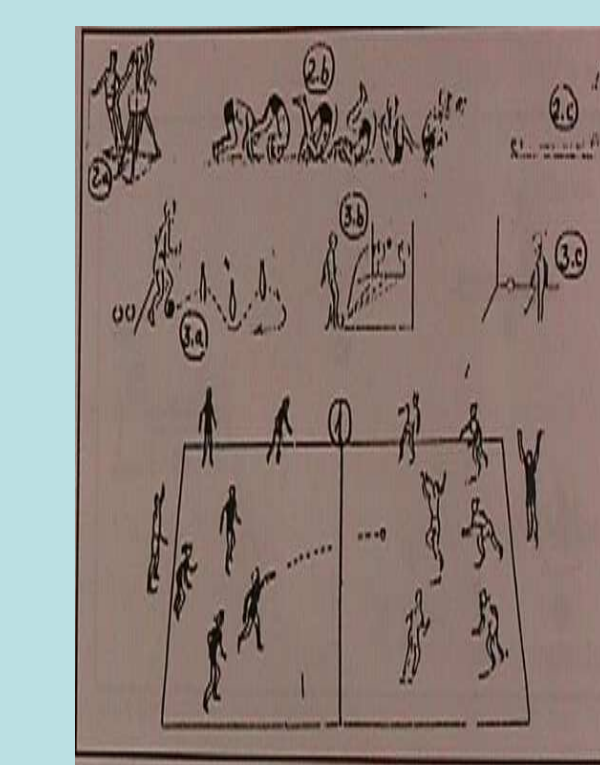
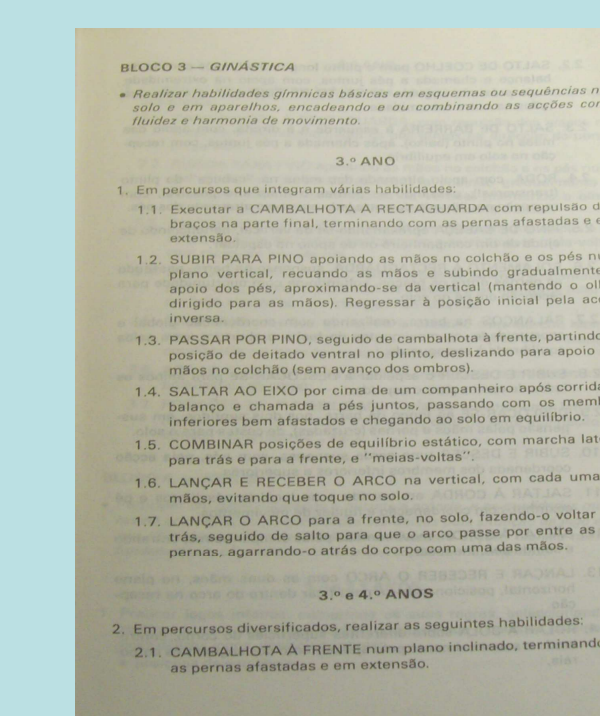
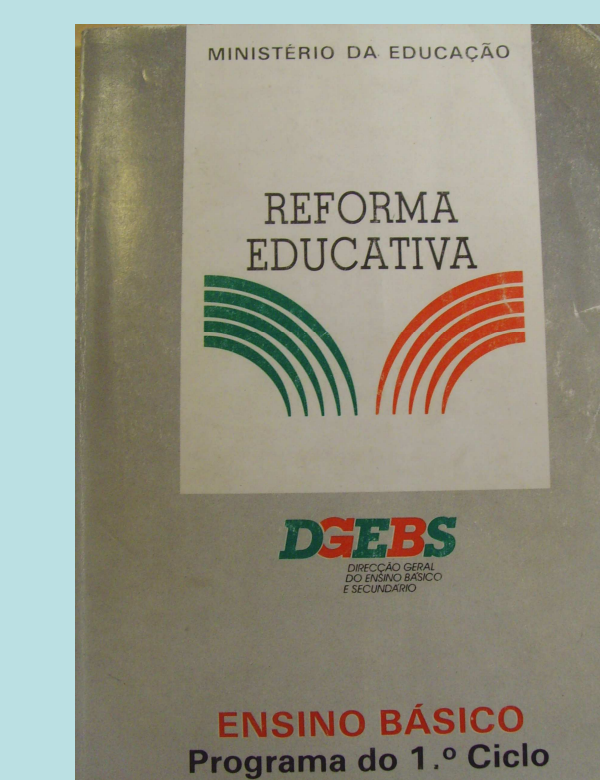
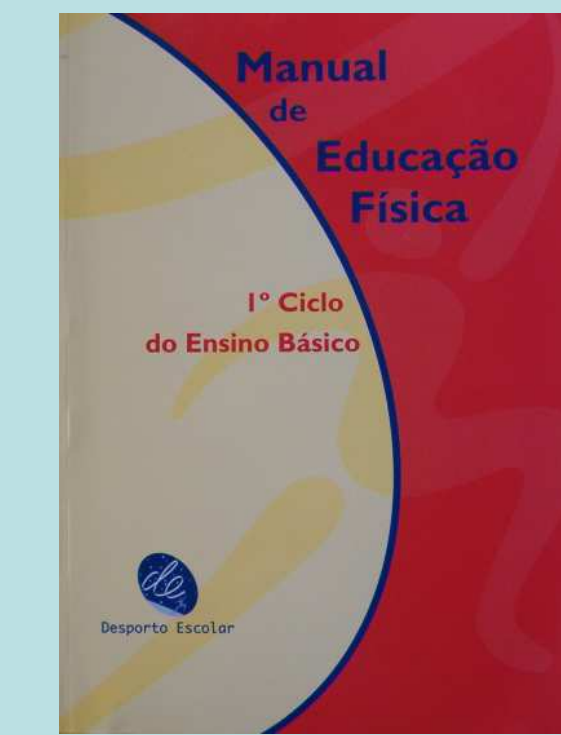


Table 2 - Perception of Kind of Knowledge in Teacher Training – subgroup results

Subgroups	Scientific Knowledge in PE	Programatic Knowledge in PE	Pedagogic Knowledge in PE	Reflexive Competences in PE
≤ 5 years	4,552±1,352	4,241±1,573	4,276±1,601	4,414±1,427
6 – 10 years	4,200±1,400	3,867±1,106	3,733±1,484	3,633±1,299
11 – 15 years	4,233±1,006	4,367±0,999	4,367±0,850	4,103±0,939
16 – 20 years	4,034±1,210	4,138±1,060	4,069±0,961	3,931±1,132
≥ 21 years	3,964±1,427	4,036±1,551	3,750±1,236	3,429±1,230

lowest highest value

Discussion and conclusions

Initial teacher training in PE is seen as balanced in the various categories and viewed positively, contrary to other studies [4] where it is deemed insufficient, non-specific and inadequate, corroborating other results at an European level [5] that label specific education in PE a problem. In the present study, and although not assertive in their perceptions, teachers always manifested themselves positively about the components of their initial training in PE. A profile seems to emerge where more experienced and older teachers value less positively the components of their initial training, whereas those who did their initial training more recently, and who are younger and less experienced, almost always value more positively those same components.

References

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