



TEACHING HEALTH EDUCATION: PHYSICAL EDUCATORS' PERCEPTIONS DURING THEIR INDUCTION

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1. INTRODUCTION

Induction in Physical Education

Induction in PE is a stressful process and leads to a high attrition rate⁶. Organisation, professional relationships and the "reality shock" are main reasons for leaving the profession^{1,2} and workload, specialty and professional identity represent the primary challenges².

Factors of Successful Induction Process

Scientific literature shows that key factors such as previous experiences, initial training, self-efficacy and resilience to face difficulties encountered during the process contribute to a successful induction⁴.

Health Education (HE) in Québec's Schools

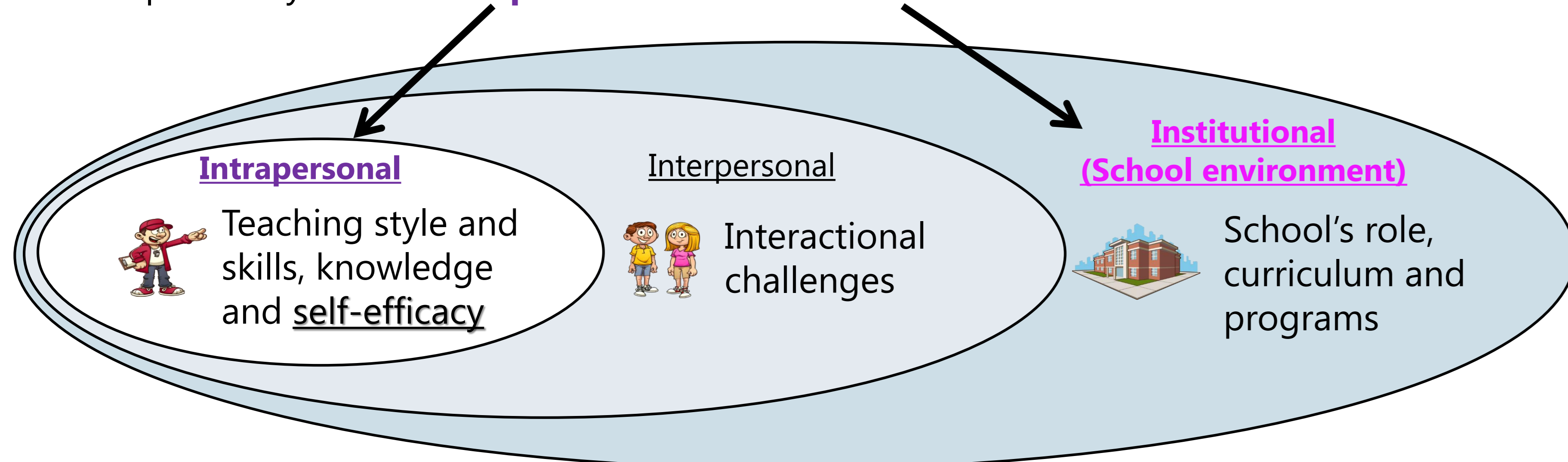
Since 2001, Québec's Physical Education and Health Program has introduced HE through its third competency: *To adopt a healthy, active lifestyle*. The purpose of this competency is to help students develop the resources that will enable them to take responsibility for their own health and be active throughout their lives⁵.

HE Implemented by Beginning Teachers

Scientific literature shows that seasoned physical educators who tried to implement initiatives aimed at promoting health have encountered several difficulties⁷. To date, it appears that no studies have examined HE interventions in the specific context of beginning teachers' induction.

2. THEORETICAL FRAMEWORK

For the purposes of this study, the social-ecological model of Vamos and Zhou⁸ is used to identify the needs of beginning PE teachers in the specific context of teaching HE. The model includes 3 levels such as intrapersonal, interpersonal, and institutional. Our attention will be focused specifically on the **intrapersonal** and the **institutional** levels.



3. OBJECTIVES

This study examines perceptions of novice PE teachers towards HE, following the two specific objectives described below:

1. Assessing the evolution of the participants' self-efficacy to teach HE throughout the first years in the profession.
2. Describing the initiatives implemented by participants to promote HE.

4. METHODS

- Data collection was conducted during five distinct periods of time: **T1** → May 2011, **T2** → Nov 2011, **T3** → Nov 2012, **T4** → Nov 2013, **T5** → Nov 2014.
- The first period of time (T1) involved novice teachers at the end of their training (**n=16**).
- The four other periods of time (T2, T3, T4, T5) involved teachers who actually implemented HE activities in the first four years in the profession (**n=9**).
- **Individual interviews** were conducted to assess their perceptions towards HE and initiatives implemented.
- Data collected were processed according to an **inductive analysis** strategy.

5. RESULTS

Table 1 Participants	Teaching Workload				Number of Schools Visited				School Level				School Subject Taught				Self-Efficacy				
	T2	T3	T4	T5	T2	T3	T4	T5	T2	T3	T4	T5	T2	T3	T4	T5	T1	T2	T3	T4	T5
1	17%	100%	Sub.*	---	1	1	3+	---	HS ²	HS	E ¹	---	PE	PE	PE+ ¹	---	8	8	8	8.5	---
2	---	80%	66%	100%	---	1	2	1	---	HS	E	E	---	---	PE	PE	4	---	7	8	8
3	64%	42%	68%	65%	2	2	2	1	E	E	E	E	PE	PE	PE	PE	8.5	9	9	9	9
4	Sub.	100%	100%	100%	3+	1	1	1	E	E+HS	E+HS	E+HS	PE	PE	PE	PE	7	6	6.5	7	7.5
5	Sub.	100%	62%	100%	3+	1	2	1	E+HS	HS	HS	HS	PE	PE	PE+ ²	PE	6.5	3.5	7.5	6.8	7.8
6	70%	90%	70%	60%	1	2	1	1	E	E	E	E	PE+ ¹	PE	PE+ ³	Class teacher	8	8.5	8.5	8	8.5
7	90%	85%	20%	50%	1	1	1	1	E	E	E	E	PE	PE	PE	PE	7.5	9	8	8.5	8.5
8	63%	90%	80%	63%	1	2	2	1	C ³	E+C	E+C	E	PE	PE	PE	PE	6	7	7	7.5	7.5
9	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	5	---	---	---	---
10	80%	65%	---	100%	2	2	---	2	E	E	---	E	PE	PE	---	PE	6	7	7.5	---	7.5
11	35%	---	---	---	2	---	---	---	E+HS	---	---	---	PE	---	---	---	7	6.5	---	---	---
12	84%	100%	33%	---	1	1	1	---	HS	HS	HS	---	PE	PE	PE	---	6	6.5	7.3	8	---
13	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	8	---	---	---	---
14	36%	---	---	---	1	---	---	---	HS	---	---	---	PE+ ⁴	---	---	---	7.5	8	8	---	---
15	100%	100%	---	---	1	1	---	---	E	E	---	---	PE	PE	---	---	7.5	7.8	7.8	---	---
16	100%	100%	100%	100%	1	1	1	1	HS	HS	HS	HS	PE+ ⁵	PE+ ⁵	PE+ ⁵	PE	10	10	10	10	10
Mean	67%	88%	67%	82%													7.1	7.4	7.8	8.1	8.3

* Sub. = Full time substitute teacher

Number of schools decreases in time

1. E = Elementary (N=5) | E+HS (N=5)
2. HS = High School (N=3) | C+E (1)
3. C = CEGEP (N=0)

1. PE and Class teacher | 3. PE and Drama
2. PE and Ethics and Religious Cultures | 4. PE, Arts and English
5. PE and Science

Self-efficacy tends to slightly increase over the years

Table 2 Time Period	T2	T3	T4	T5
Participants	N=13	N=13	N=10	N=9
Themes Addressed by Participants	N/A	2.42	2.00	2.14
Most Popular Themes Addressed	N/A	1. Physical training 2. Nutrition 3. General healthy habits	1. Physical training 2. Nutrition 3. General healthy habits	1. General healthy habits 2. Structures and functions of the human body 3. Nutrition

- The **number of schools visited** seems to positively influence the **number of themes addressed** by the participants. This could be due to the variety of school environments, each having their contexts and philosophies.
- The most popular themes addressed are: **physical activity, nutrition** and **healthy habits**.
- **Themes addressed by participants** represent a small fraction of those present in the program.

Table 3 Time Period	T2	T3	T4	T5
Participants	N=13	N=13	N=10	N=9
Approaches Used by Participants	2.54	2.50	1.88	2.14
Most Popular Approaches Used	1. Health Info 2. Health portfolio 3. Physical activity in the classroom	1. Health Info 2. Physical activity in the classroom 3. Health portfolio	1. Health Info 2. Physical activity in the classroom 3. Personal reflection	1. Health Info 2. Educational games 3. Interdisciplinary projects

- The approaches implemented by the participants are predominantly addressing **cognitive and motor dimensions** of learning.
- Results tend to show that the higher the participant's **self-efficacy**, the greater the **diversity of approaches** he uses.
- The **workload** of the participants also tends to be associated with a larger **diversity of approaches** used.

6. CONCLUSION

- **Initial training** must consider the array of conditions that beginning teacher have to face in the first few years in the profession to help and facilitate their induction.
- It seems essential to **promote self-efficacy** by minimizing the insecurity of the working conditions and to involve colleagues and schools directions in the induction process.
- Themes addressed by participants are very few and the approaches used are **limited to the cognitive and motor dimensions**, which is coherent with a previous study finding³.
- **It is unclear how the practices described above can actually help students** develop the program's third competency, which implies to gain responsibility for their own health and be active throughout their lives.

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