

University women's experiences and conceptions about physical education in Spain¹

Laura Cañadas²

ORCID: 0000-0003-4179-9018

Abstract

People's experiences determine their attitudes and behaviors towards a certain object. Therefore, experiences during schooling can determine pupils' interest and taste to carry out certain activities in their free time, which can influence not only childhood and adolescence, but also adulthood. Thus, the experiences in physical education (PE) during the scholarship could have a great impact on the present and future physical activity habits of the population. The aim of this research is to analyze future female teachers' experiences in Primary and Secondary physical education and their conceptions on the purpose and the way physical education should be developed. Sixty-three young women aged between 21-25 years old from a Primary Education teacher education course in Spain participated in the study. Information was gathered using reflective journaling. Results show that joyful, game-centered activities, and good memories prevail during Primary education, while Secondary physical education is remembered as a technical and fitness-related stage. Participants think that physical education should contribute to an integral development, transfer positive values and promote physical activity practice outside of school.

Keywords

Physical education – Experiences – Memories – Conceptions – Teacher education.

1- Acknowledgments: This article is part of the postdoctoral stay of Laura Cañadas funded by the UAM-Santander Call for the Mobility of Young Researchers 2021.

2- Department of Physical Education, Sport and Human Movement, Autonomous University of Madrid, Madrid, Spain.
Contact: laura.cannadas@uam.es



<https://doi.org/10.1590/S1678-4634202450266382>
This content is licensed under a Creative Commons attribution-type BY 4.0.

Experiências e concepções de mulheres universitárias sobre educação física na Espanha

Resumo

As experiências das pessoas determinam suas atitudes e comportamentos para um determinado objeto. Portanto, as experiências durante a escolarização podem determinar o interesse e o gosto pelos alunos por realizar determinadas atividades em seu tempo livre, o que pode influenciar não só na infância e adolescência, mas também na idade adulta. Assim, as experiências em educação física (EF) durante a infância poderiam ter um grande impacto nos hábitos de atividade física presentes e futuros da população. O objetivo desta investigação é analisar as experiências dos futuros professores de Educação Física Primária e Secundária e suas concepções sobre o propósito e a forma com que se deve desenvolver a educação física. Participaram 63 mujeres jóvenes de entre 21 y 25 años de un curso de formación del profesorado de Educación Primaria en España. A informação é recopilada com um diário reflexivo. Os resultados mostram que durante a Educação Primária predominam as atividades lúdicas, lúdicas e a boa memória, enquanto a Educação Física Secundária é registrada como uma etapa técnica e relacionada ao condicionamento físico. Os participantes pensam que a educação física deve contribuir para um desenvolvimento integral, transferir valores positivos e promover a prática de atividade física fora da escola.

Palavras-chave

Educação física – Vivências – Memórias – Concepções – Formação docente.

Introduction

People's experiences determine their attitudes and behaviors towards a certain object (Guitart, 2002). One's own experience will help to configure or not configure the expectations, desires, conceptions, etc., the person has about said object (Escámez *et al.*, 2007). The current or previous relationship the person has had with the object of the attitude, will cause the attitude to remain or change, provoking a positive or negative reaction to it. People associate feelings with their lived and remembered experiences and store them as memories (Cardinal *et al.*, 2013; Mujica-Johnson; Orellana-Arduiz; Concha-López, 2017).

Therefore, experiences during schooling can determine pupils' interests and tastes to carry out certain activities in their free time, which can influence not only childhood and adolescence, but also adulthood (Kirk, 2005). This relationship between lived experiences and generated attitudes is a very relevant element for the practice of physical activity at all stages of life. Research suggests that satisfactory, enjoyable, and challenging experiences with physical activity are related to more active lifestyles (Beni *et al.*, 2017; Duggan, 2020).

Thus, the experiences in physical education (PE) during the scholarship could have a great impact on the present and future physical activity habits of the population. Therefore, given the compulsory nature of PE at schools, it is necessary to provide students with rewarding and satisfying experiences, promoting physical activity as a fun and healthy habit (Leisterer; Jekauc, 2019). This will contribute to positive outcomes and integral development (Bailey, 2018), fulfilling memories during adulthood and, at least, a good predisposition towards the practice of physical activity (Lanuza *et al.*, 2012). Studies have shown that it is especially relevant to know the negative experiences lived by students in PE contexts to know what needs to be changed and to implement programs to increase and promote physical activity (Beltrán-Carrillo *et al.*, 2012). Knowing these experiences is even more crucial for women, whose adherence to physical activity practice decreases in adolescence and could be an important element in changing this trend (Hills, 2007; Mitchell *et al.*, 2015). In physical education teacher instruction, knowing the experiences and conceptions of future teachers regarding PE becomes relevant not only for the reasons previously mentioned, but also for other reasons derived from the educational and curricular nature of the subject (Prat; Camacho-Miñano, 2018). Future teachers background is an important component that could affect teaching and the learning process (Tsangaridou, 2008; Morgan; Bourke, 2008; Syrmipas; Digelidis, 2014). This could play an important role in the development of attitudes, perceived competence to teach PE and their confidence to teach PE. Negative memories around a subject during childhood could be a barrier to teachers' confidence and effectiveness in implementing it (Keating *et al.*, 2002; Morgan; Bourke, 2008). However, teacher education should play an important role in changing the vision of future teachers with negative memories of PE.

In Spain, when studying to become a primary school teacher, the students receive general training during the first 3 years with a common PE subject addressed to all the students. Then, in the last year, those interested in PE specialize in the theoretical and practical foundations of the subject. For this reason, it is important to know the experiences, memories and conceptions that future teachers have regarding PE, not only those who are going to specialize in teaching this subject, but all of them.

Research on the experiences and conceptions of those students who decide to train to be PE teachers is extensive. There are various studies that have explored this issue. López-Pastor *et al.* (2004) study analyzes the experiences by future PE teachers. The authors conclude that the PE experienced by these future teachers had a markedly traditional character, being considered as a space for recreation and fun, with sporting content and assessed through physical fitness tests. Moreover, the study by Delgado-Noguera and Zurita (2003) found that future PE teachers rate the subject in any of its functions better than students in generic modules or other specializations. Valencia-Peris and Lizandra's (2018) study analyzed the social representations of PE held by future teachers, finding that bad experiences in PE lead to a bad predisposition towards the subject. Also found, that during the transition from Primary to Secondary Education there is a change in the perception, mainly determined by the contents and methodology used. González-Calvo *et al.* (2020) explored the previous experiences and beliefs of future PE teachers that may condition their teaching practice. They found that Sport, PE for health, pedagogy and



critical orientation are four aspects that constitute future PE teacher identity, based on their previous experiences and beliefs.

However, few studies have attempted to examine non-specialist teachers' personal school experiences of PE and their perceptions of the subject. The study by Garrett and Wrench (2007) shows that discourses related to sports and competition prevail, and that these experiences were fundamental as support for the future practice of physical activity. Since, these teachers are going to move in an educational context in which they have to be able to assess quality practices and the benefits of all curricular subjects, it is essential to reflect and critically analyze their experiences and conceptions, in order to reveal their personal bias and the baggage they bring to their teacher training (Garrett; Wrench, 2007). Elliot *et al.* (2013) examined future teachers' personal school experiences and considered how these influence their perceptions of PE, finding that during primary education, the experiences are reported as enjoyable, while they are more technical in Secondary education. Prat and Camacho (2019) study analyzed non-specialist future Primary education teachers' previous experiences in PE. Their study highlights a wide range of feelings, emotions and problematic experiences linked to a high-performance context in which team sports and physical fitness tests are the most relevant content. The transition from Primary education to Secondary education is key to the prevalence of these discourses, which end up classifying students' physical identities according to their motor success or failure. It can promote the marginalization and exclusion of students and their rejection of the PE.

Overall, more research is needed to examine the nature of the personal school experiences of non-specialist preservice teachers and their view of what PE should be. Thus, the aim of this research is to analyze future female teachers' experiences in Primary and Secondary PE and their conceptions on the purpose, and the way PE should be developed.

Materials and methods

Context

In Spain, Primary Education is developed between 6 and 12 years old and Secondary Education between 12 and 16 years old. During the first stage, physical education focuses on learning motor skills, initiation to sports, physical activity, health and corporal expression. During secondary education, it is necessary to deepen in those learnings and to work in a more specific way the physical fitness. The academic qualification required to be teacher in Primary Education is the title of Teacher in Primary Education, while to be a teacher of Secondary Education it is necessary to have a bachelor's degree in physical Activity and Sport Sciences plus a master's degree in Teacher Education with specialty in PE.

Design

Qualitative research has been conducted. This methodological choosing, answers to the need of knowing the investigated educational social reality and propose



concrete improvements (Kozleski, 2017). This research has a retrospective design of a phenomenological nature based on the understanding of reality through the discourse of the participants. The center of inquiry of these designs resides in the experience of the participants. It seeks to describe and understand the phenomena from the point of view of each of them, based on the analysis of discourses and specific topics. Subsequently, the researcher contextualizes the experiences according to the context in which they were developed (Salgado, 2007).

Participants

Sixty-three young women aged between 21-25 years old from a teacher education course in Spain participated in this research. All were studying a Primary Education Degree at the same university. They were chosen because it was the first time they had taken a PE course, so their conceptions about PE were mainly determined by their school experiences. In Spain, PE is compulsory from 6 to 16 years old, so all the participants have lived experiences of physical activity and sports during their scholarship. Each of the participants has had their compulsory education (primary and secondary) completed in diverse schools, so their experiences are very different from each other. They were recruited during 2019/2020 academic year. This study follows the ethical guidelines of the American Psychological Association (2010).

Instrument

A reflective diary was used to collect the information. At the start of the course, an introductory session was carried out. In that session the subject was presented. Then, all the students were asked to write about their previous experience in PE and what they think PE is and what it should be. Specifically, students were asked to write about: (a) PE experiences; (b) a positive and a negative memory; (c) their understanding of PE as curricular subject; and (d) how they think PE should be taught and what it should aim to achieve. The instrument is based on construct validity and is specifically built-in relation to the goals of the study.

Procedure

This research was structured in 5 phases: (1) Study design: before the beginning of the academic year, once the characteristics of the students are known, we design the research phases that will guide the collection of information; (2) Instrument development; (3) Collection of information; (4) Explanation of the research to the participants and asking them to answer the questions within one week. They were encouraged to answer the questions as honestly as possible and were assured that their answers would not affect their course grades; (5) Analysis of the information following the recording of responses.

In this research, the anonymity of the participants has been guaranteed in accordance with national and international ethics standards. To comply with this, participants'



responses are unlinked from any possibility of identification by coding the responses provided. The resulting data was downloaded into an Excel file that was stored on an external hard drive in the office of one of the researchers responsible for the study under lock and key. The collected data were exclusively used in this study.

Information analysis

After collecting all the information, we proceeded to analyze it. Atlas ti v.8 software was used to analyze the information. Sixty-three reflective diaries, ranging in length from 1 to 2 pages, were analyzed. A list of codes was developed according to the research topics and the information obtained after the detailed reading of the reflective journals following the model of Taylor and Bogdan (1992). This analysis was developed on a qualitative basis, coding and categorizing the information. Next, the information was organized through an open coding system, establishing the codes in categories and subtopics (Vaismoradi *et al.*, 2013). Finally, the information was interpreted considering the context in which it was collected, participants’ possibilities, etc. The information was grouped into 12 codes through the saturation of texts and matching ideas (see Table 1). These categories are related to the objectives of the study. In the text, the codes are indicated by the name of the code and the number of the reflective journal which they refer to.

Table 1- Codes of this study and number of references in each one

Codification	Codes	Number of references
From Primary to Secondary Education: experiences lived in PE		
[Experiences_]	Experiences	78
	Contents	
[Contents_Primary_]	Contents in Primary Education	51
[Contents_Secondary_]	Contents in Secondary Education	46
	Memories	
[Memories_Positive_]	Positive memories	60
[Memories_Negative_]	Negative memories	59
	Like/Dislike PE	
[Like_]	Why did they like PE?	46
[Dislike_]	Why did they dislike PE?	22
What PE should be		
[Change_]	Changes in PE conceptions	24
[Actual_]	Current conceptions on the development of PE at school	88
[Previous_]	Previous conceptions on the development of PE at school	8
[Meaning_]	PE Meaning	153

Source: Own elaboration.



Results

From Primary to Secondary Education: experiences lived during PE

Experiences related to PE are very different between Primary and Secondary Education. This is associated with the contents studied and the approach to PE, which is reflected in the memories and the reasons for liking or disliking PE.

There is a widespread positive memory regarding PE in Primary school. At this stage, experiences related to play, fun, relaxation, etc. prevail. In most cases, the experiences are associated with enjoyment and a break from the school routine of sitting in an enclosed space.

I remember Physical Education in my school years as a subject of disinhibition, of enjoyment... in which I connected with classmates with whom I often had no relationship outside the classroom, but in that space and in that subject, it did happen, it had a meaning, it was necessary to stop being an individual being and become a social being. [Experiences_21].

During this period, the game as the main core content of the classes is highlighted, while in the last years of primary appears the practice of specific sports.

The subject of physical education in Primary School is undoubtedly when we played games in which the whole class had to take part. Some of these games were: cops and robbers, tag, tails. [Contents_Primary_5].

These experiences and the contents worked on are the main reason why the participants link this stage to positive memories. They highlight the practice of different games throughout the stage, the commitment to alternative content and activities of a global nature such as inter-school races, the preparation of activities for special days, etc. They also highlight the teachers' ability to value individual abilities. There are no negative memories reported about this stage in the discourses of the participants.

There were years when we were moving away from the typical content [...]. We learned traditional games played by our grandparents, as well as Paralympic sports, because it was a different, innovative, and eye-catching content. [Memories_Positive_23].

One of the best memories I have are the charity races we held every year on Peace Day. They consisted of looking for sponsors (your parents, grandparents, aunts, and uncles...) who would donate a certain amount of money for each lap you managed to do around the school, which later was donated to a non-governmental organization. [Memories_Positive_28].

For the first time I experienced how a teacher in this field assessed each person according to their abilities, valuing effort and considering the idea that we are not all the same. [Memories_Positive_9].



The analysis of the information reported as why I liked/disliked PE category. Among the aspects reported for liking the subject, we found the cathartic and compensatory nature of the subject compared to the rest of the daily subjects. There are no reported reasons for disliking the subject at this stage.

I remember those years at school and high school, where doing PE was like a moment of freedom, where you could clear your mind, think about other things, enjoy the environment if you worked in the playground, but it was also a moment to enjoy and learn at the same time with the rest of your classmates, through movement. [Like_59].

In the transition from Primary Education to Secondary Education, a change is perceived in the experiences lived and, in the contents worked on. Secondary Education is remembered as period centered on more technical aspects and on the development of sports or physical fitness contents. The experiences are defined as more boring and even as negative experiences. In many cases, these negative experiences determine that the participants no longer enjoy physical activity after school.

Practices became specialised and the important thing was no longer to play, expend energy and have fun, but to see who could run, jump, or hold on the longest became paramount. [Experiences_15].

[...] In secondary education, work on specific sporting skills and physical fitness tests focused on performance is emphasised in most cases. [Contents_Secondary_35].

From the contents and experiences lived by the participants, we gain access to positive and negative memories they have of school PE. These determine in many cases the general memory that they have of it. During Secondary education, memories related to the same aspects reported in Primary education are positive, but most of the memories are negative. They mainly focus on physical fitness test as assessment tasks.

The cooperative atmosphere from which I came turned into an endless stream of stopwatches, laps around the courtyard and contemptuous laughter at those of us who did not do everything correctly. [Memories_Negative_1].

The most negative memory I have of this subject is when in the 4th year of Secondary Education, I failed the endurance test. I spent nearly two months preparing for it. Every time we warmed up in the gym running, I noticed that I could do it faster and for longer. But the day of recovery came, I was alone in the gym and when the recording started, I breathe so fast because of my nerves that I could not run for more than 40 seconds. It was the worst time I had ever had. That is why I have always thought that in this subject I can never show everything I am capable of. [Memories_Negative_6].

On the other hand, the main reasons for disliking PE are the repetition of content and the competitiveness of the activities they practice.

It was obvious that the teacher lacked resources, as there were repeated sessions in which we did the same thing, such as playing sports. [Dislike_23].

The teacher I had in the early years demanded a lot from us, sometimes more than we were able to give and turned all activities and sports into a competition to get the best mark. [Dislike_27].

The future of PE: how does it should be?

Having analyzed the experiences lived in school PE, it is necessary to assess what the participants think this subject should be, as well as how it should be developed. Regarding the purpose of the subject, there seems to be a consensus that it should focus on the integral development of the individual, including all the capacities and not merely the motor one “I believe that physical education should be a subject that pursues the integral development of individuals or children in the case of schools” [Meaning_2]. In addition, they highlight that PE should transmit positive values “this subject is a source of values that teachers could transmit and inculcate in students if they so wish, such as respect, companionship, empathy, cooperation, participation, etc...” [Meaning_60].

Finally, the healthy function of PE is one of the pillars of this category. It is considered that PE should be a healthy practice not only during classes, but also as a way to encourage the practice of physical activity outside school hours and over time.

If we develop the subject in a way that allows students to learn about the different forms of physical activity that exist and the different sports that can be practised, we can get them to do some of them outside school hours for pure pleasure, like reading a book, without any obligation from anybody.” [Meaning_4].

The last category that emerged tries to respond to how PE should be developed to achieve these goals. Three aspects stand out:

(1) Inclusiveness through individually tailored activities and non-discriminatory assessment:

I believe it is essential to work on the contents in a way that is adapted to both the class group and the individual, and that what is assessed is the learning process that each student has carried out during the course, as I believe that the standardized tables that relate, for example, a time to a mark, do not consider the individual characteristics of each person. [Actual_14].

(2) Development of values and fair play through the programmed activities

As for sports, I believe they should always be taught based on fair play and values, avoiding excessive competitiveness, which currently tends to prevail. I also think that PE could give more visibility to some less popular sports, as well as sports for people with functional diversity or women's sports, with their respective references. [Actual_13].



(3) Variety of contents

From my point of view the key is not to repeat content, to vary what we do with the students, to do many games, different activities, developing the way and the exercise in such a way that they want to continue it at home. [Actual_13].

Discussion

The goal of this research is to analyze future female teachers' experiences in Primary and Secondary Physical Education and their conceptions about the purpose and the way PE should be developed. Results have shown that primary education is remembered as an enjoyable and a stage where games were the core of the practices delivered in PE (Elliot *et al.*, 2013) with an inclusive perspective and variety of contents. However, Secondary PE is remembered as a technical and fitness-related stage with positive and negative memories, prevailing the last ones related to the use of physical fitness tests as assessment instruments. On the other hand, participants indicated that for them, PE should be a subject that promotes integral development (Bailey, 2018), it should be a way to transfer of values and to promote physical activity practices outside of school (Duggan, 2020). For this purpose, inclusive practices should be developed as well as a non-discriminatory assessment, working values and fair play throughout the different contents should be varied.

The information obtained in this study shows that there is a great change in experiences lived and the perception participants have about PE depending on the stage. Similar information was reported in previous studies (Prat; Camacho-Miñano, 2019). The transition from Primary to Secondary education marks an important change in the experiences lived, a fact that, in turn, will mark the rest of the aspects analyzed in this study: the memories and the liking or disliking of the subject. Women's discourses in this research have shown that there is a great difference between the contents worked on in one school period and another, and how this influence both the memories that stand out in their discourses and the change from liking and enjoying school PE during Primary to ceasing to like it or doing it less in Secondary education. In Primary there is a clear predominance of a participation discourse, where the game acquires the leading role, being a space of liberation and enjoyment for the students, although no specific learning related to these games is reported (Elliot *et al.*, 2013).

In Secondary, a performance discourse predominates. There, does not seem to have been a change during this stage with respect to previous research (Valencia-Peris; Lizandra, 2018). There are two aspects that stand out: the modernization of sports and the presence of physical condition tests as assessment instruments. Regarding the first, models have been proposed for a long time that seek to give a different approach to sports teaching at school. Numerous studies have highlighted the value of pedagogical models for the teaching of sport, changing the way in which teaching is approached and the perception that students have of them (González-Villora *et al.*, 2018; Kirk, 2013). On the other hand, the use of fitness tests as assessment instruments has been highly controversial and the focus of many debates. Previous studies (Keating *et al.*, 2002; Keating; Silverman, 2004) find similar results to ours, showing that physical fitness tests

are still very present as assessment instruments in PE. Although these physical assessment tests seem to be appropriate instruments to assess the physical fitness of schoolchildren from a health point of view (Ortega *et al.*, 2008), they are not so from an educational perspective (Dismore; Bailey, 2010). It is necessary to implement proposals that contribute to change perspective, through cooperative work, designs of healthy physical activity plans or activities that allow an improvement in physical fitness without subjecting the students to standardized tests that do not improve physical fitness since the time allocated to working on it in PE is insufficient for this, nor do they improve students' learning about how to carry out these activities in their free time to work independently.

Moreover, students' perspective on the purpose and practices that should be developed in a quality PE is quite far from the practices experienced in Secondary education, approaching, to a certain extent, to those carried out in Primary education. This change of mind indicates that future teachers bet on a PE focus on attitudes, pedagogy and critical orientation (González-Calvo *et al.*, 2020; Modell; Gerdin, 2021) and not only physical training. However, this perspective lacks a clear deepening of the motor culture and the competencies that the subject should attend to with regard to the curriculum. Therefore, teacher education should focus not only on an alternative and inclusive vision of PE, but also on what are the aspects that must be learned and developed in each of the stages that give meaning and rigor to the subject. For this, teacher education is essential, helping to change the perspective that PE is experienced, but at the same time giving scientific and theoretical foundation to the subject.

Conclusion

This research has shown that there are very different memories and experiences lived in Primary and Secondary PE. While the first one is a stage of fun, games and enjoyment, in the second one prevails bad memories related to the use of physical fitness test as assessment instruments or the technification of sports. This study has also shown that future teacher's thinking about what PE should be and how it should be developed differs from their experiences, but there is still room for improvement in specific competences related to the area of PE and how to teach it. This study has several limitations that future research should address. Firstly, the students are just from one Spanish university, limiting the research to a part of the territory. Moreover, although reflective journals allow for obtaining qualitative information from many people, it does not allow to explore the responses of the participants like an interview. Also, the information collected is limited to future teachers' memories, with the significant loss of information of specific situations that could have taken place during PE. Despite these limitations, this study has some strengths that should be acknowledged. Mainly, it deepens in a reality that is not extensively studied and focusing on a target group in PE as women's experiences with this subject could affect not only their interest in teaching this subject but also their participation in physical activities in their free time. Future studies should continue to explore how future teachers remember their PE experiences and how these might affect their conceptions of what PE should be and how it should be taught. Also, longitudinal studies are necessary to analyze whether there are differences in their conceptions before



and after training in PE and how they transfer this to their teaching practice in Primary and Secondary education. Furthermore, this research should help teachers' educators to design appropriate courses that incorporate meaningful learning experiences.

References

AMERICAN PSYCHOLOGICAL ASSOCIATION. **Publication manual of the American Psychological Association**. Washington, DC: American Psychological Association, 2010.

BAILEY, Richard. Sport, physical education and educational worth. **Educational Review**, United Kingdom, v. 70, n. 1, p. 51-66, 2018. DOI: <https://doi.org/10.1080/00131911.2018.1403208>

BELTRÁN-CARRILLO, Vicente; DEVÍS-DEVÍS, José; PEIRÓ-VELERT, Carmen; BROWN, David H. K. When physical activity participation promotes inactivity: negative experiences of Spanish adolescents in physical education and sport. **Youth & Society**, United Kingdom v. 44, n. 1, p. 3-27, 2012. DOI: <https://doi.org/10.1177/0044118X10388262>

BENI, Stephanie; FLETCHER, Tim; NÍ CHRÓINÍN, Déirdre. Meaningful experiences in physical education and youth sport: a review of the literature. **Quest**, United Kingdom, v. 69, n. 3, p. 291-312, 2017. DOI: <http://dx.doi.org/10.1080/00336297.2016.1224192>

CARDINAL, Bradley J.; YAN, Zi; CARDINAL, Marita K. negative experiences in physical education and sport: how much do they affect physical activity participation later in life? **Journal of Physical Education, Recreation & Dance**, United Kingdom, v. 84, n. 3, p. 49-53, 2013. DOI: <https://doi.org/10.1080/07303084.2013.767736>

DELGADO-NOGUERA, Miguel Ángel; ZURITA, Félix. Estudio de las teorías implícitas de la educación física en la formación inicial de los maestros en las diferentes especialidades de la Facultad de Ciencias de la Educación de la Universidad de Granada: diferencias en función del género. **Retos**. Nuevas Tendencias en Educación Física, Deporte y Recreación, Murcia, v. 5, p. 27-38, 2003.

DISMORE, Harriet; BAILEY, Richard. "It's been a bit of a rocky start': attitudes toward physical education following transition." **Physical Education and Sport Pedagogy**, United Kingdom, v. 15, n. 2, p. 175-191, 2010. DOI: <https://doi.org/10.1080/17408980902813935>

DUGGAN, Martine. Instilling positive attitudes to physical activity in childhood – challenges and opportunities for non-specialist PE teachers. **Education 3-13**, United Kingdom, v. 50, n. 1, p. 129-143, 2020. DOI: <https://doi.org/10.1080/03004279.2020.1833958>

ELLIOT, Dely L.; ATENCIO, Matthew; CAMPBELL, Theresa; JESS, Mike. From PE experiences to PE teaching practices? Insights from Scottish primary teachers' experiences of PE, teacher education, school entry and professional development. **Sport, Education and Society**, United Kingdom, v. 18, n. 6, p. 749-766, 2013. DOI: <https://doi.org/10.1080/13573322.2011.609165>

ESCÁMEZ, Juan; GARCÍA LÓPEZ, Rafaela; PÉREZ PÉREZ, Cruz; LLOPIS, Antonio. **El aprendizaje de valores y actitudes**: teoría y práctica. Barcelona: Octaedro, 2007.



GARRETT, Robyne; WRENCH, Alyson. Physical experiences: primary student teachers' conceptions of sport and physical education. **Physical Education and Sport Pedagogy**, v. 12, n. 1, p. 23-42, 2007. DOI: <https://doi.org/10.1080/17408980601060234>

GONZÁLEZ-CALVO, Gustavo; GERDIN, Goran; PHILPOT, Rod; HORTIGÜELA-ALCALÁ, David. Wanting to become PE teachers in Spain: connections between previous experiences and particular beliefs about school physical education and the development of professional teacher identities. **Sport, Education and Society**, United Kingdom, v. 26, n. 8, p. 1-14, 2020. DOI: <https://doi.org/10.1080/13573322.2020.1812563>

GONZÁLEZ-VILLORA, Sixto; EVANGELIO, Carlos; SIERRA-DÍAZ, Jacob; FERNÁNDEZ-RÍO, Javier. Hybridizing pedagogical models: A systematic review. **European Physical Education Review**, United Kingdom, v. 25, n. 4, p. 1056-1074, 2018. DOI: <https://doi.org/10.1177/1356336X18797363>

GUITART, Rosa M. **Las actitudes en el centro escolar**: reflexiones y propuestas. Barcelona: Graó, 2002.

HILLS, Laura. Friendship, physicality, and physical education: an exploration of the social and embodied dynamics of girls' physical education experiences. **Sport, Education and Society**, United Kingdom, v. 12, n. 3, p. 317-336, 2007. DOI: <https://doi.org/10.1080/13573320701464275>

KEATING, Xiaofen D; SILVERMAN, Stephen. Physical education teacher attitudes toward fitness test scale: development and validation. **Journal of Teaching in Physical Education**, United States, v. 23, n. 2, p. 143-161, 2004. DOI: <https://doi.org/10.1123/jtpe.23.2.143>

KEATING, Xiaofen D.; SILVERMAN, Stephen; KULINNA, Pamela Hodges. Preservice physical education teacher attitudes toward fitness tests and the factors influencing their attitudes, **Journal of Teaching in Physical Education**, United States, v. 21, n. 2, p. 193-207, 2002. <https://doi.org/10.1123/jtpe.21.2.193>

KIRK, David. Educational Value and models-based practice in physical education. **Educational Philosophy and Theory**, United Kingdom, v. 45, n. 9, p. 973-986, 2013. DOI: <http://dx.doi.org/10.1080/00131857.2013.785352>

KIRK, David. Physical education, youth sport and lifelong participation: the importance of early learning experiences. **European Physical Education Review**, United Kingdom v. 11, n. 3, p. 239-255, 2005. DOI: <https://doi.org/10.1177/1356336X05056649>

KOZLESKI, Elizabeth B. The uses of qualitative research: powerful methods to inform evidence-based practice in education. **Research and Practice for Persons with Severe Disabilities**, United Kingdom, v. 42, n. 1, p. 19-32, 2017. DOI: <https://doi.org/10.1177/1540796916683710>

LANUZA, Raúl; PONCE DE LEÓN, Ana; SANZ, Eva; VALDEMOROS, María Ángeles. La clase de educación física escolar como generadora de un ocio físico-deportivo. **Retos - Nuevas tendencias en Educación Física, Deporte y Recreación**, Murcia, v. 22, p. 13-15, 2012.

LEISTERER, Sascha; JEKAUC, Darko. Students' emotional experience in physical education: A qualitative study for new theoretical insights, **Sports**, Basel, Switzerland, v. 7, n. 1, p. 10, 2019. DOI: <https://doi.org/10.3390/sports7010010>



LÓPEZ PASTOR, Víctor Manuel; García-Peñuela, Ana; PÉREZ BRUNICARDI, Darío; LÓPEZ PASTOR, Esther; MONJAS AGUADO, Roberto. Las historias de vida en la formación inicial del profesorado de Educación Física. **Revista Internacional de Medicina y Ciencias de la Actividad Física y el Deporte**, Madrid, v. 4, n. 13, p. 45-57, 2004. Available in: <http://cdeporte.rediris.es/revista/revista13/evaluavida.htm>

MITCHELL, Fiona; GRAY, Shirley; INCHLEY, Jo. 'This choice thing really works ...' Changes in experiences and engagement of adolescent girls in physical education classes, during a school-based physical activity programme. **Physical Education and Sport Pedagogy**, United Kingdom, v. 20, n. 6, p. 593-611, 2015. DOI: <https://doi.org/10.1080/17408989.2013.837433>

MODELL, Nina; GERDIN, Goran. 'But in PEH it still feels extra unfair': students' experiences of equitable assessment and grading practices in physical education and health (PEH). **Sport, Education and Society**, United Kingdom, 2021. DOI: <https://doi.org/10.1080/13573322.2021.1965565>

MORGAN, Philip; BOURKE, Sid. Non-specialist teachers' confidence to teach PE: the nature and influence of personal school experiences in physical education. **Physical Education and Sport Pedagogy**, United Kingdom, v. 13, n. 1, p. 1-29, 2008. DOI: <https://doi.org/10.1080/17408980701345550>

MUJICA-JOHNSON, Felipe-Nicolás; ORELLANA-ARQUIZ, Nelly-Carmen; CONCHA-LÓPEZ, Rocío-Fernanda. Emociones en la clase de educación física: revisión narrativa (2010-2016). **Ágora para la Educación Física y el Deporte**, Valladolid, v. 19, n. 1, 119-134, 2017. DOI: <https://doi.org/10.24197/aefd.1.2017.119-134>

PRAT, María; CAMACHO-MIÑANO, María José. La voz del futuro profesorado de educación primaria sobre sus experiencias previas en educación física: de los contextos de participación a los contextos de exclusión. Profesorado. **Revista de Currículum y Formación de Profesorado**, Granada, v. 22, n. 3, 433-452, 2019. DOI: <https://doi.org/10.30827/profesorado.v22i3.8010>

SALGADO, Ana Cecilia. Investigación cualitativa: diseños, evaluación del rigor metodológico y retos. **Liberabit**, Lima, v.13, 71-78, 2007.

SYRMPAS, Ioannis; DIGELIDIS, Nikolaos. Physical education student teachers' experiences with and perceptions of teaching styles. **Journal of Physical Education and Sport**, United Kingdom, v. 14, n. 1, p. 52-59, 2014. DOI: <https://doi.org/10.7752/jpes.2014.01009>

TAYLOR, Steven; BOGDAN, Robert. **Introducción a los métodos cualitativos de investigación**. Barcelona: Paidós, 1992.

TSANGARIDOU, Niki. Trainee primary teachers' beliefs and practices about physical education during student teaching. **Physical Education and Sport Pedagogy**, United Kingdom, v. 13, n. 2, p. 131-152, 2008. DOI: <https://doi.org/10.1080/17408980701345667>

VAISMORADI, Mojtaba; TURUNEN, Hannele; BONDAS, Terese. Content analysis and thematic analysis: implications for conduction a qualitative descriptive study. **Nursing and Health Sciences**, v. 15, p. 398-405, 2013. DOI: <https://doi.org/10.1111/nhs.12048>



VALENCIA-PERIS, Alexandra; LIZANDRA, Jorge. Cambios en la representación social de la educación física en la formación inicial del profesorado. **Retos - Nuevas Tendencias en Educación Física**, Deporte y Recreación, Murcia, v. 34, p. 230-235, 2018. DOI: <https://doi.org/10.47197/retos.v0i34.60144>

Received on July 28, 2022

Reviewed on March 14, 2023

Approved on April 10, 2023

Editor: Profa Dra Marília Pinto Carvalho

Laura Cañadas is a teacher at the Department of Physical Education, Sport, and Human Movement at Autonomous University of Madrid. International PhD in Physical Activity and Sport Sciences. Her research is focused on teacher competences and formative assessment in Higher Education, and physical education.