


## REPRESENTATIONS AND TRAINING EXPECTATIONS OF A GROUP OF PHYSICAL EDUCATION TEACHERS FROM A CHAIN OF SPORTS CENTERS IN THE AUTONOMOUS CITY OF BUENOS AIRES

REPRESENTAÇÕES E EXPECTATIVAS DE TREINAMENTO DE UM GRUPO DE PROFESSORES DE EDUCAÇÃO FÍSICA DE UMA CADEIA DE CENTROS ESPORTIVOS DA CIDADE AUTÔNOMA DE BUENOS AIRES  
REPRESENTACIONES Y EXPECTATIVAS DE FORMACIÓN DE UN GRUPO DE DOCENTES DE EDUCACIÓN FÍSICA DE UNA CADENA DE CENTROS DEPORTIVOS EN LA CIUDAD

### Analia Veronica Losada

PhD in Psychology from the Pontifical Catholic University of Argentina. Vice Rector of the University of Flores, Faculty of Psychology and Social Science.

[analia\\_losada@yahoo.com.ar](mailto:analia_losada@yahoo.com.ar)

 0000-0003-0488-4651

### Severino Silvestre da Silva

PhD in Educational Sciences from the Lusophone University of Humanities and Technologies.

[profsilvestre@hotmail.com](mailto:profsilvestre@hotmail.com)

 0000-0002-7889-9357

### Areán Roberto Virgilio

Master student in Research Methodology at the University of Lanús, Buenos Aires, Argentina.

[arean@fibertel.com.ar](mailto:arean@fibertel.com.ar)

 0000-0002-5622-9432

Mailing address: Universidad de Flores, GLA, Av. Rivadavia 5741, C1406 CABA, Argentina.

Received: 04.03.2020.

Accepted: 05.27.2020.

Published: 07.01.2020.

### ABSTRACT:

The work proposes a contribution on the representations and expectations of training from the historical conditions and previous knowledge that has a sample of 137 Physical Education teachers made up of 72 male and 65 female, with an age range of 22 to 52 years, which is They work in a chain of sports centers that operate in the Autonomous City of Buenos Aires at the time of expanding their knowledge in order to face complementary studies. An exploratory, descriptive, observational, intensive, cross-sectional and non-experimental design is presented, developed through a self-administered questionnaire with pre-coded questions, inquiring about aspects related to their profession and their relationship with evolution and preferences and interests in continuing education and higher education.

**KEYWORDS:** Social representations; Physical activity; Teacher.

### Introduction

For the social imagination, the person who carries out a study and achieves a degree or postgraduate degree is the one who obtains an improvement in their position in the structure of the labor organization, although their assessment is only given according to the market demands. In the last two decades, physical and sports activities have expanded their field of action in such a way that it is necessary to deepen through scientific knowledge the pedagogical and ideological approaches that are proposed to physical education professionals. According to the Secretariat of University Policies (2015) there are 17 Universities National and 15 Universities Privates issuing 47 degrees of Bachelor of Physical Education officially valid on a total of 47 Universities National, 46 Universities Privates 7 Institutes state university, 12 private

colleges, one provincial university, one foreign university and one university international.

The context of Physical Education is a set of complexities in the training received, crossed by theories from different disciplines and different fields of study. Today the gap between Science and Physical Education has been reduced or biased towards the sports or health field. That is why I propose what this paper sought to investigate: what are the representations, expectations and motivations that actors have about their training, broadening and deepening in ways that they believe necessary from their experiences to one formation continues. This study was carried out through an exploratory fieldwork on a group of teachers who develop their activities in a chain of sports centers operating in the Autonomous City of Buenos Aires. The established approach establish a referential framework to begin to understand, from a theoretical perspective, degrees of generality of a system that is constructed through theories of different disciplines and different fields of study in the last 5 years has not made feel the need to discuss, analyze and explain the general relations with the world, giving new tools to Physical Education professionals for future research. The need to expand the training of researchers as a new action framed in the field of Physical Education and sport constitutes one of the axes of complementation in the training of Teachers and Graduates in Physical Education.

What representation have the teachers Physical Education regarding higher education? How are the actors expressed when it comes to accessing higher education levels? What specialization careers do you understand as necessary for Physical Education?

For this, the following general objectives have been set:

- Establish what are the expectations or importance that Physical Education teachers give to higher training.
- Frame the educational level received by the sample of Physical Education Teachers.

And as specific objectives:

- Establish update status of the actors of the sample in degree and type of training.
- Investigate the importance attached to continuous training.
- Describe the most important educational preferences for your training.

- Identify what possible content would assign them to a higher academic level.

From primitive times, physical activity has been immersed in the culture of a town, society or community. Scharagrodsky (2004) characterizes Physical Education as a recipient within the educational system to channel the bodies defining roles, properties and attributes, naturalizing the male and female bodies, above all. Body activities are closely linked to the survival instinct, above all when it comes to ensuring subsistence and meeting the needs of food and defense. Games as a primitive sports form are common in all times since it is the way children of any race connect in a recreational way.

Already in ancient Egypt, 2,500 years before the Christian era, combat exercises were practiced, and the victors took their prisoners to make them slaves to feed and work for them. Pérez Ramirez (1993) points out that the first organized forms of physical activity occurred in the Greeks around 800 before the Christian era. Sparta and Athens conceived of physical activity differently but it was of great importance in their lives, as was also the formation in Rome of the soldiers, their preparation and maintenance for the conquest of the new territories that the Roman Empire added to their. The step made them intensely cultivate the utilitarian character of physical activities, since the soldiers had to be able to cross rivers and forest with their full armor and carrying their weapons. The middle ages find physical activity in the artistic stage where the spirit of Athens is retaken in the sense of cultivating the integral preparation of the being. A series of theorists of the sports movement at the end of the 17th century began to take the first steps in what later Pierre Fredy, Baron de Coubertin, would start as the modern era of the Olympic games. It is here where we have the first evidence of the separation of physical activity, game and sport, since a systematization of training in view of sports competition begins, which leads to a pre-scientific period in sport from the first empirical tests, developing a new form of sports research to which, later, its contribution from medicine would be added, whose subsequent contributions through physiology and technological advance have crossed various barriers of human sports performance.

When inquiring about what Physical Education is about can be obtained varied responses such as: someone who gives gymnastics or gymnastics someone who knows someone who is dedicated to sports, among others. What did Physical Education deal with then? Educator, trainer, gym teacher? For a long time in the social imagination, the teacher is the one who has the time of recess for some and the time of torture for

others. This meant that Physical Education was left out of general education and it was given the title of education of the body due to its direct relationship with its origins.

Physical Education remains anchored in a tradition that conceives educational practice as a technical task of transmitting content, methods and attitudes, since it deals with body movement within a problematic framework, since its place of natural integration was within the educational system, in which you are getting less and less space. As indicated by Thirion de Veron (1969), physical activity has been associated with hygiene, health and physical constitution, although it is not limited to it, since it involves mental and bodily processes and their relationship with the environment in time and space. One of the authors who has been most committed to the study of Physical Education, such as Cagigal et al. (1979) identifies it as a pedagogical discipline and as a detachment from Mother Sciences; like other sciences, it falls within the field of Education Sciences as the man on the move and the social relations created from this aptitude or attitude. Although there are different currents in the study of Physical Education, many agree with Vicente Pedraz (1987) in that the study of Physical Education is the pedagogical study of physical activity and, therefore, we must contemplate it from the Sciences of Education because within them, the most appropriate path can be glimpsed both due to the conceptual and content proximity and the methodological treatment in the investigation". According to Zamora (2009), Physical Education continues to be built as a pedagogical discipline and therefore as part of the science of education, but with a set of strategies that guide research on two models: the sports performance model and the health model.

### **Method and Sample**

The design used for empirical research study is a non - experimental design flexibility. The data collection instrument was a survey conducted anonymously in order to minimize the risks of the veracity of the responses, a standardized self - administered questionnaire semi structured and some pre-coded questions with multiple response alternatives. Because it is an exploratory descriptive scheme, variables were constructed based on previous guidelines of the researcher. A preliminary test was carried out, adjusting the initial tentative variables, either because the questions were not understood or because it was not given the same meaning as the researcher. Informed consent was applied.

The units of analysis were 137 Physical Education teachers made up of 72 males and 65 females, with an age range of 22 to 52 years who work in a chain of

sports centers that operate in the Autonomous City of Buenos Aires where activities are developed sports and recreation, with facilities, services and programs depending on the daily demands of health, fitness and recreation. The temporality of the design was transversal since they were carried out over a single period of time. The cross-sectional study was carried out through an observational study without intervention and with a pre-coded survey, they were distributed in sealed envelopes to the coordinator of each of the centers, who in turn distributed them to the teachers, collecting them from Conversely, the coordinator collected all the surveys and sent them in the envelope so that the anonymity of the responses is preserved as much as possible. Once the responses were obtained, they were recorded and stored under computer support in the form of a table or data matrix where the responses were coded in order to operationalize the variables put into play with their different states with the cases or samples. Once the data had been coded, it was analyzed using the IBM @ SPSS @ Statistics computer statistical program, version 21.0.0.0.

The categorization of the variables allowed their analysis and interpretation, establishing regularities between the observed data to obtain a structure of generalizations that make possible some type of hypothesis or theory. The statistical techniques that were used are also described. In accordance with the stated objectives, the following variables have been constructed and categories of the known variable were generated:

- Update status
  - Courses taken after graduation
  - Interest in taking courses
- Most important educational preferences for your training
  - Types of courses
- Discover what they attribute the lack of continuous training
  - General interest and intellectual interest, use of free time
- Possible content for a higher academic level
  - List of subjects
- Educational level of the sample
  - Tertiary, University, Postgraduate
- Importance that they give to higher education
  - Interest in completing an academic postgraduate

Other complementary variables have also been added

- Parents' level of study
  - Primary, secondary, tertiary, university
- Contact networks
  - University, teachers, fellow students.

### Ethical aspects of research

Within the ethical aspects of the research, an informed consent has been prepared for their participation, in accordance with Law 25,326 on the protection of personal data and the recommendations stipulated in the Guide to Good Practices for Clinical Research in Human Subjects, Ministry of Health of the Nation, Argentina, and the International Guidelines for the Ethical Evaluation of Epidemiological Studies, of the Council of International Organizations of Medical Sciences (In Losada, 2014).

### Results

The age tossed or an average of 33.19 years  $\pm$  7.7 years 72 which are male, 52.6%, and 65 are female, 47.4%. The minimum age was 22 years and the maximum d and 52 years.

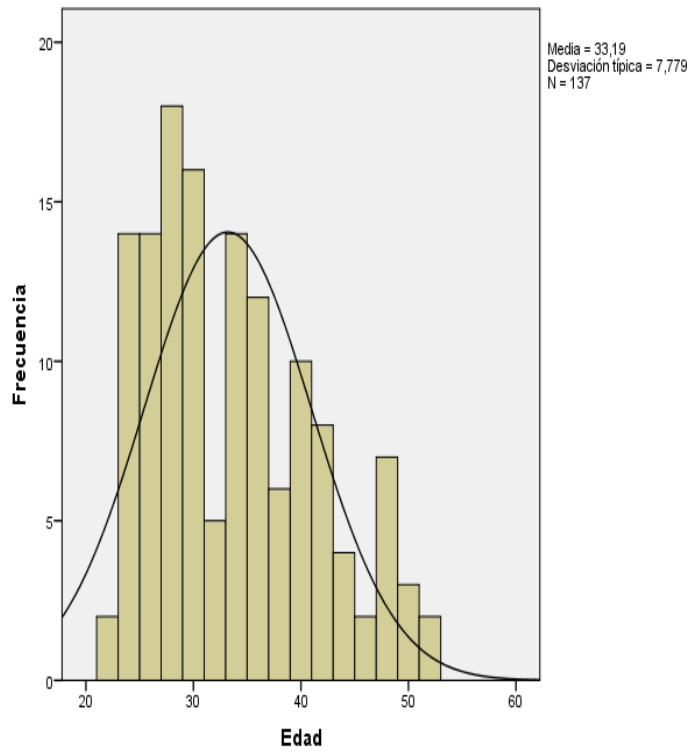
**Table 1** Statistics of the sample by age

N	Valid	137
<b>Half</b>		<b>33.19</b>
Median		32.00
Mode		23
<b>Dev . typ.</b>		<b>7,779</b>
Rank		30
Minimum		22
Maximum		52

a. There are several Modes. The lesser of the values will be displayed.

**Source:**

**Figure 1** Distribution of frequencies age



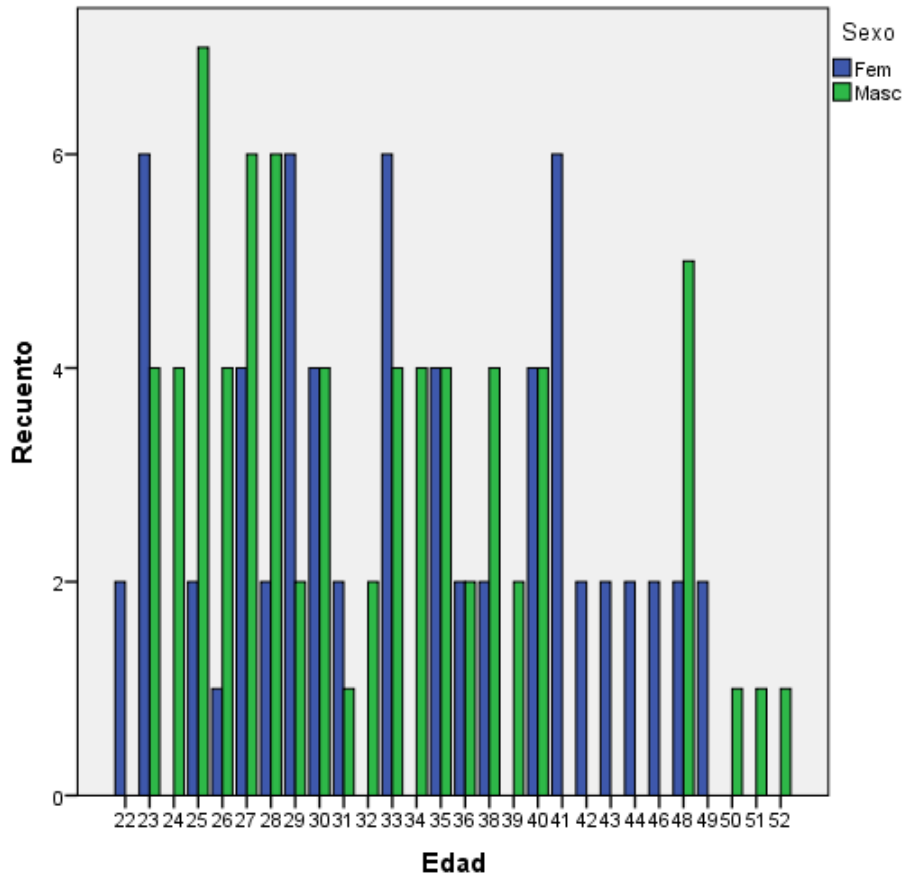
Source:

Table 2 Statistical sample by gender

	Frequency	Percentage	Valid percentage	Accumulated percentage
Fem	65	47.4	47.4	47.4
Valid	More c	72	52.6	100.0
<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

Source:

Graph 2 Distribution of frequencies by age and gender



Source:

The seniority of the teacher graduate is 9.81 years  $\pm$  7.8 years, with a minimum of 1 year and a maximum of 30 years.

**Table 3** Statistics of the sample by seniority of received from professor

N	Valid	137
Half		<b>9.81</b>
Median		9.00
Mode		1
Dev. typ.		<b>7,889</b>
Rank		29
Minimum		1
Maximum		30

Source:



The distribution of sample institutions where they studied indicates that most teachers studied at the Institute No. 1 "Romero Brest" 34.3% in the Institute "Gral. Manuel Belgrano "from San Fernando 2 4.8% and at Institute No. 2" Federico Dickens "19.7%.

**Table 4** Sample statistics by teaching institute

	Frequency	Percentage	Valid percentage	Accumulated percentage
INEFFD	27	19.7	<b>19.7</b>	19.7
INEFRB	47	34.3	<b>34.3</b>	54.0
INEFSF	3. 4	24.8	<b>24.8</b>	78.8
JBAI	9	6.6	<b>6.6</b>	85.4
Others	20	14.6	<b>14.6</b>	100 , 0
<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

**Source:**

In the sample they were surveyed 82 Graduates in Physical Education, 59.9%, which have to exit between  $5.22 \pm 3.4$  years with a minimum of 1 year and a maximum of 12 years for members.

**Table 5** Sample statistics by seniority

N	Valid	82
<b>Half</b>		<b>5.22</b>
Median		4.00
Mode		3
<b>Dev. typ.</b>		<b>3,410</b>
Rank		11
Minimum		1
Maximum		12

**Source:**

Of the 82 cases, 48 were received at the University of Flores, 58.5%, 12 from the Inter-American Open University, 14.6%, 6 from the University of La Matanza, 7.6%, 4 from the University from Lomas de Zamora, 4.9% and 12 from other Universities, 14.6%. The highest percentage came from INEFRB with 32.9% and INEFSF with 29.3%.

**Table 6** Statistics of the sample by University where they studied a degree

		University					Total	
		Others	UAI	Uflo	UNLaM	UNLZ		
Tertiary	INEFFD	Re count	2	2	2	4	2	12
		% del total	2,4%	2,4%	2,4%	4,9%	2,4%	14,6%
	INEFRB	Re count	6	4	17	0	0	27
		% del total	7,3%	4,9%	20,7%	0,0%	0,0%	<b>32,9%</b>
	INEFSF	Re count	2	0	18	2	2	24
		% del total	2,4%	0,0%	22,0%	2,4%	2,4%	<b>29,3%</b>
	J.B.AI	Re count	0	6	0	0	0	6
		% del total	0,0%	7,3%	0,0%	0,0%	0,0%	7,3%
	Others	Re count	2	0	11	0	0	13
		% del total	2,4%	0,0%	13,4%	0,0%	0,0%	15,9%
	Total	Re count	12	12	48	6	4	82
		% del total	14,6%	14,6%	<b>58,5%</b>	7,3%	4,9%	100,0%

**Source:**

As for the maximum level of educational attainment by both parents, the highest level she reached out to do by the parent is the complete university with 19.7%, while for mothers is the complete secondary education with 35.0%.

**Table 7** Statistics of the sample training of the father

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	PI	4	2.9	<b>2.9</b>	2.9
	TC	12	8.8	<b>8.8</b>	11.7
	PoC	15	10.9	<b>10.9</b>	22.6
	Ui	16	11.7	<b>11.7</b>	34.3

SC	19	13.9	<b>13.9</b>	48.2
YES	20	14.6	<b>14.6</b>	62.8
PC	24	17.5	<b>17.5</b>	80.3
UC	27	19.7	<b>19.7</b>	100.0
<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

Source:

**Table 8** Statistics on the sample of mother's education

		Frequency	Percentage	<b>Valid percentage</b>	Accumulated percentage
	PoC	2	1.5	<b>1.5</b>	1.5
	SI	4	2.9	<b>2.9</b>	4.4
	PI	5	3.6	<b>3.6</b>	8.0
	UC	6	4.4	<b>4.4</b>	12.4
Valid	YOU	8	5.8	<b>5.8</b>	18.2
	PC	32	23.4	<b>23.4</b>	41.6
	TC	32	23.4	<b>23.4</b>	65.0
	SC	48	35.0	<b>35.0</b>	100.0
	<b>Total</b>	<b>137</b>	<b>100.0</b>	<b>100.0</b>	

Source:

The 51,1% of the respondents have at least one dependent child. They were divided equally between the male and female interviewees.

**Table 9** Sample statistics on parenting

		Frequency	Percentage	<b>Percentage val gone</b>	Accumulated percentage
Valid	Not	67	48.9	<b>48.9</b>	48.9

	Yes	70	51.1	<b>51.1</b>	100.0
	Total	137	100.0	<b>100.0</b>	

Source:

**Table 10** Statistics of the sample according to the age of the children

		Under 5 years	Between 5 and 15 years	Over 15 years
N	Valid	36	30	16

Source:

**Table 11** Statistics of the sample by gender and parenthood

		Sons		Total
		Not	Yes	
Sex	Fem	30	35	65
	Masc	37	35	72
Total		67	70	137

Source:

The 95.6% of the respondents work as a teacher and only 4.4% do not work, only 6 of the 137. Job performance is developed mainly as a school teacher with 55.5%, followed by the field of training sports with 35.8%.

**Table 12** Statistics of the sample by labor condition

		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	Not	6	4.4	4.4	4.4
	Yes	131	95.6	95.6	100.0
Total		137	100.0	100.0	

Source:

**Table 13** Sample statistics by type of work environment

	N	Percentage	N	Percentage	N	Percentage
Trab * Dir	6	4,4%	131	95,6%	137	100,0%
Trab * Doc	76	55,5%	61	44,5%	137	100,0%
Trab * ED	49	35,8%	88	64,2%	137	100,0%
Trab * Gim	27	19,7%	110	80,3%	137	100,0%
Trab * EP	21	15,3%	116	84,7%	137	100,0%
Trab * Ot	28	20,4%	109	79,6%	137	100,0%

Source:

According to respondents to be received in the faculty they have made some sort of transition to low integration on final, being higher in the INEFRB. For those who have completed a bachelor's degree, they were divided equally between those who did theses or dissertations, regardless of the University.

**Table 14** Sample statistics by type of final evaluation

			Tertiary				Total	
			INEFFD	INEFRB	INEFSF	J.B.AI	Otros	
Final	Mono	Re count	5	8	5	3	2	23
		% del total	3,6%	5,8%	3,6%	2,2%	1,5%	16,8%
	None	Re count	9	9	3	0	2	23
		% del total	6,6%	6,6%	2,2%	0,0%	1,5%	16,8%
	Dissertation	Re count	6	21	14	0	3	44
		% del total	4,4%	15,3%	10,2%	0,0%	2,2%	<b>32,1%</b>
	Thesis	Re count	7	9	12	6	13	47
		% del total	5,1%	6,6%	8,8%	4,4%	9,5%	<b>34,3%</b>
Total	Re count	27	47	34	9	20	137	
	% del total	19,7%	<b>34,3%</b>	24,8%	6,6%	14,6%	100,0%	

Source:

**Table 15** Statistics of the sample by type of final evaluation of the degree

			University				Total	
			Otras	UAI	UFLO	UNLaM	UNLZ	
Final	Dissertation	Re count	6	4	22	6	2	40
		% del total	7,3%	4,9%	26,8%	7,3%	2,4%	48,8%
	Thesis	Re count	6	8	26	0	2	42
		% del total	7,3%	9,8%	31,7%	0,0%	2,4%	<b>51,2%</b>
Total	Re count	12	12	48	6	4	82	
	% del total	14,6%	14,6%	58,5%	7,3%	4,9%	100,0%	

Source:

The 71.5% of those surveyed took some type of course after graduation, being even higher, at 89%, for those who have completed a bachelor's degree.

**Table 16** Sample statistics on the completion of courses after receipt

		Frequency	Percentage	Valid Percentage	Accumulated Percentage
Valid	No	39	28,5	<b>28,5</b>	28,5
	Si	98	71,5	<b>71,5</b>	100,0
	Total	137	100,0	<b>100,0</b>	

Source:

**Table 17** Statistics of the sample on the completion of postgraduate courses

			Others	UAI	UFLO	UNLaM	UNLZ	
Courses	No	Re count	3	2	2	0	2	9
		% del total	3,7%	2,4%	2,4%	0,0%	2,4%	11,0%
	Yes	Re count	9	10	46	6	2	73
		% del total	11,0%	12,2%	56,1%	7,3%	2,4%	<b>89,0%</b>
Total	Re count	12	12	48	6	4	82	
	% del total	14,6%	14,6%	58,5%	7,3%	4,9%	100,0%	

Source:

Among the training carried out by the respondents, the highest percentage, 57.7%, have sports coach courses in the different sports modalities.

**Table 18** Sample statistics on the types of courses taken

	Valid N	Percentage	Lost N	Percentage	Total N	Percentage
Courses * Entr	79	<b>57,7%</b>	58	42,3%	137	100,0%
Courses * Posg	10	7,3%	127	92,7%	137	100,0%
Courses * OtrCar	12	8,8%	125	91,2%	137	100,0%
Courses * OtrCur	32	23,4%	105	76,6%	137	100,0%

Source:

Regarding continuous updating, the majority of respondents have been updated in a period of less than five years with 97.1% and only a small percentage of 2.9% have done so beyond five years.

**Table 19** Sample statistics on the age of your update

		Frequency	Percentage	Valid	Accumulated
Valid	Less than a year	69	50,4	<b>50,4</b>	50,4
	Between one and five	64	46,7	<b>46,7</b>	97,1
	More than five	4	2,9	<b>2,9</b>	100,0
	Total	137	100,0	<b>100,0</b>	

Source:

Regarding the final evaluation with which they have passed the continuous training courses, most of the respondent's report having carried out some type of monographic or other work to receive it.

**Table 20** Sample statistics on the type of final evaluation of the courses

		Frecuency	Percentage	Valid	Accumulated
Valid	Mono	57	41,6	<b>41,6</b>	41,6
	Others	64	46,7	<b>46,7</b>	88,3
	Thesis	16	11,7	<b>11,7</b>	100,0
	Total	137	100,0	<b>100,0</b>	

Source:

When asked about courses or careers of their preference, they prefer courses about physiology with 34.3% and training with 26.3%.

**Table 21** Sample statistics on preferences for refresher courses

	Valid		Lost		Total	
	N	Percentage	N	Percentage	N	Percentage
Courses * Peda	22	16,1%	115	83,9%	137	100,0%
Courses * Dep	10	7,3%	127	92,7%	137	100,0%
Courses * Fisio	47	<b>34,3%</b>	90	65,7%	137	100,0%
Courses * Entren	36	<b>26,3%</b>	101	73,7%	137	100,0%
Courses * Pol	3	2,2%	134	97,8%	137	100,0%
Courses * Admin	14	10,2%	123	89,8%	137	100,0%
Courses * Invest	23	16,8%	114	83,2%	137	100,0%
Courses * Others	22	16,1%	115	83,9%	137	100,0%

Source:

Respect to keep in touch with the institute or the University, 56,9% of the respondents have not kept it largely due to lack of time, with 32.8%.

**Table 22** Sample statistics on maintaining contact with the University

		Others		Time	
		Re count	% total	Re count	% total
Contact with No the university	Re count	0	33	45	78
	% total	0,0%	24,1%	<b>32,8%</b>	<b>56,9%</b>
Yes	Re count	59	0	0	59
	% total	43,1%	0,0%	0,0%	43,1%
Total	Re count	59	33	45	137
	% total	43,1%	24,1%	32,8%	100,0%

Source:

Regarding keeping in touch with teachers, 54.7% have not kept in touch with the vast majority due to lack of time, with 35.8%.

**Table 23** Sample statistics on maintaining contact with teachers

				Others	Time		
Contact with the teachers	No	Re count	1	25	49	75	
		% total	0,7%	18,2%	<b>35,8%</b>	<b>54,7%</b>	
	Yes	Re count	62	0	0	62	
		% total	45,3%	0,0%	0,0%	45,3%	
Total		Re count	63	25	49	137	
		% total	46,0%	18,2%	35,8%	100,0%	

**Source:**

Regarding contact with former colleagues, the lack of contact is less, at 46%, although lack of time remains the main reason with 32.1%.

**Table 24** Sample statistics on maintaining contact with colleagues

				Others	Time		
Contact with colleagues	No	Re count	0	19	44	63	
		% total	0,0%	13,9%	<b>32,1%</b>	<b>46,0%</b>	
	Yes	Re count	74	0	0	74	
		% total	54,0%	0,0%	0,0%	54,0%	
Total		Re count	74	19	44	137	
		% total	54,0%	13,9%	32,1%	100,0%	

**Source:**

In the case of completing a master's degree, 10 of the 82 respondents, 12.2%, who have completed a bachelor's degree, completed a master's degree and, of these, only four, 4.9% have completed it.

**Table 25** Statistics of sample on conducting master

				Studying	Finished		
University	Other	Re count	10	2	0	12	
		% of total	12,2%	2,4%	0,0%	14,6%	
	UAI	Re count	7	3	2	12	



	% of total	8,5%	3,7%	2,4%	14,6%
UFLO	Re count	45	1	2	48
	% of total	54,9%	1,2%	2,4%	58,5%
UNLaM	Re count	6	0	0	6
	% of total	7,3%	0,0%	0,0%	7,3%
UNLZ	Re count	4	0	0	4
	% of total	4,9%	0,0%	0,0%	4,9%
Total	Re count	72	6	4	82
	% del total	87,8%	7,3%	4,9%	100,0%
Sample					

**Source:**

Regarding the interest in completing a Master's degree in Physical Education, 75.9% are interested in doing it, 28.3% are interested in the weekly form, while 21.2% prefer to do it remotely.

**Table 26** Sample statistics on the interest in completing a master's degree

Type of course						Total
	Bimonthly	Daily	Distance	Monthly	Weekly	
33	0	0	0	0	0	33
24,1%	0,0%	0,0%	0,0%	0,0%	0,0%	24,1%
0	17	4	29	18	36	104
0,0%	12,4%	2,9%	<b>21,2%</b>	13,1%	<b>26,3%</b>	<b>75,9%</b>
33	17	4	29	18	36	137
24,1%	12,4%	2,9%	21,2%	13,1%	26,3%	100,0
						%

**Source:**

The interest in conducting physical activity 83.9% real i za some kind of physical activity, and 35% the developed as an activity in the gym. This activity is carried out on average during  $3.32 \pm 1.37$  hours per week and with a duration of  $1.45 \pm 0.66$  hours per week. 37.4% do at least 2 hours a week of physical activity and 62.6% do it for a duration of 1 hour

**Table 28** Sample statistics on the interest of carrying out the activity

	Frecuency	Percentage	Valid Percentage	Accumulated Percentage
	22	16,1	16,1	16,1
Basketball	7	5,1	5,1	21,2
Races	29	21,2	21,2	42,3
Cycling	8	5,8	5,8	48,2
Gym	48	35,0	35,0	83,2
Swimming	10	7,3	7,3	90,5
Volleyball	8	5,8	5,8	96,4
Water polo	1	,7	,7	97,1
Yoga	4	2,9	2,9	100,0
<b>Total</b>	<b>137</b>	<b>100,0</b>	<b>100,0</b>	

Source:

**Table 29** Sample statistics on the number of times and duration of physical activity

	Times	Duration
N	115	115
<b>Half</b>	<b>3.32</b>	<b>1.45</b>
Median	3.00	1.00
Mode	2	1
<b>Dev. typ.</b>	<b>1,374</b>	<b>, 665</b>
Rank	4	3
Minimum	2	1
Maximum	6	4

Source:

**Table 30** Statistics on weekly time spent performing activity physical dad

	Frecuency	Percentage	Valid Percentage	Accumulated percentage
	2	43	31,4	37,4
Valid	3	32	23,4	65,2
	4	12	8,8	75,7
	5	16	11,7	89,6

	6	12	8,8	<b>10,4</b>	100,0
	<b>Total</b>	<b>115</b>	<b>83,9</b>	<b>100,0</b>	
Lost System		22	16,1		
<b>Total</b>		<b>137</b>	<b>100,0</b>		

Source:

**Table 31** Sample statistics on the duration of physical activity

		Frequency	Percentage	<b>Valid percentage</b>	Accumulated percentage
	1	72	52,6	<b>62,6</b>	62,6
	2	36	26,3	<b>31,3</b>	93,9
Valid	3	5	3,6	<b>4,3</b>	98,3
	4	2	1,5	<b>1,7</b>	100,0
	<b>Total</b>	<b>115</b>	<b>83,9</b>	<b>100,0</b>	
Lost System		22	16,1		
<b>Total</b>		<b>137</b>	<b>100,0</b>		

Source:

Regarding the dedication to the intellectual area, 79.6% dedicate time to it with an average of  $5.54 \pm 2.41$  hours per week.

**Table 32** Sample statistics on dedication to the intellectual area

		Frequency	Percentage	<b>Valid percentage</b>	Accumulated percentage
	Not	28	20,4	<b>20,4</b>	20,4
Valid	Yes	109	79,6	<b>79,6</b>	100,0
	<b>Total</b>	<b>137</b>	<b>100,0</b>	<b>100,0</b>	

Source:

**Table 33** Statistical the sample on the duration of the activity intellectual

N	Valid	107
<b>Half</b>		<b>5.54</b>
Median		6.00

Mode	6
<b>Dev. typ.</b>	<b>2,416</b>
Rank	8
Minimum	two
Maximum	10

Source:

**Table 34** Statistics on the duration of intellectual activity in weekly hours

		Frequency	Percentage	Valid Percentage	Percentage Accumulated
Valid	2	10	7,3	<b>9,3</b>	9,3
	3	21	15,3	<b>19,6</b>	29,0
	4	7	5,1	<b>6,5</b>	35,5
	6	51	37,2	<b>47,7</b>	83,2
	8	2	1,5	<b>1,9</b>	85,0
	10	16	11,7	<b>15,0</b>	100,0
	<b>Total</b>	<b>107</b>	<b>78,1</b>	<b>100,0</b>	
Lost	System	30	21,9		
<b>Total</b>		<b>137</b>	<b>100,0</b>		

Source:

On the subject of text writing, 39.4% of respondents have written monographic works and only 13.1% have been published. On the reasons for the 26.3% who have written monographs and have not published them, more than half, 58.3%, express that it is due to lack of time, while for those who have not written papers, they did not do so due to lack of time by 44.6%.

**Table 35** Sample statistics on job production

			Post		Total
			No	Yes	
Briefs	No	Count	83	0	83
		% of total	60,6%	0,0%	60,6%
	Yes	Count	36	18	54
		% of total	26,3%	13,1%	<b>39,4%</b>
<b>Total</b>	Count	<b>119</b>	<b>18</b>	<b>137</b>	

% of total                      86,9%                      13,1%                      100,0%

Source:

**Table 36** Sample statistics on the reasons for non-publication

		Frequency	Percentage	Valid	Accumulated
Valid	Others	15	10,9	<b>41,7</b>	41,7
	Time	21	15,3	<b>58,3</b>	100,0
	Total	36	26,3	<b>100,0</b>	
Lost		101	73,7		
Total		137	100,0		

Source:

**Table 37** Sample statistics on the reasons for the lack of writing works

		Frequency	Percentage	Valid	Accumulated
Valid	Others	46	33,6	<b>55,4</b>	55,4
	Time	37	27,0	<b>44,6</b>	100,0
	Total	83	60,6	<b>100,0</b>	
Lost		54	39,4		
Total		137	100,0		

Source:

In their work, 76.6% of the respondents carry out evaluations, 31.4% carrying out objective evaluation.

**Table 38** Sample statistics on conducting evaluations

		Type						Total	
		Functional	Objective	Objectives	Others	Test			
Evalate	No	Count	32	0	0	0	0	0	32
		% of total	23,4%	0,0%	0,0%	0,0%	0,0%	0,0%	23,4%
	Yes	Count	0	24	1	43	21	16	105
		% of total	0,0%	17,5%	0,7%	<b>31,4%</b>	15,3%	11,7%	<b>76,6%</b>
Total	Count	32	24	1	43	21	16	137	
	% of total	23,4%	17,5%	0,7%	31,4%	15,3%	11,7%	100,0%	

Source:

**Table 39** Sample statistics on carrying out evaluations control

		Frequency	Percentage	Valid	Accumulated
Valid	Statistical	26	19,0	<b>24,8</b>	24,8
	No	31	22,6	29,5	54,3
	Others	48	35,0	45,7	100,0
	<b>Total</b>	<b>105</b>	<b>76,6</b>	<b>100,0</b>	
Lost		32	23,4		
Total		137	100,0		

Source:

**Table 40** Females with children who work and study

	Cases					
	Included		Excluded		Total	
	N	Percentage	N	Percentage	N	Percentage
With children * Work *	<b>29</b>	<b>21,2%</b>	108	78,8%	137	100,0%
Female * Courses						

Source:

**Table 41** Childless females who work and study

	Cases					
	Included		Excluded		Total	
	N	Percentage	N	Percentage	N	Percentage
Not children * Work *	<b>23</b>	<b>16,8%</b>	114	83,2%	137	100,0%
Female * Courses						

Source:

**Table 42** Men with children who work and study

	Cases					
	Included		Excluded		Total	
	N	Percentage	N	Percentage	N	Percentage
With children * Work *	<b>24</b>	<b>17,5%</b>	113	82,5%	137	100,0%
Male * Courses						

Source:

**Table 43** Childless males who work and study

	Cases		
	Included	Excluded	Total

	N	Percentage	N	Percentage	N	Percentage
Not children * Work *	16	11,7%	121	88,3%	137	100,0%
Masculino * Courses						

Source:

## Discussion

The sample chosen based on approaching the empirical reality as a subset of a population that is investigated to acquire the information was made up of 137 Physical Education teachers distributed according to their age, on an average of 33.19 years  $\pm$  7.7 years of the which 72 are male, 52.6%, and 65 are female, 47.4%. The minimum age was 22 years and the maximum 52 years. The length of service received by the teaching staff is 9.81 years  $\pm$  7.8 years, the minimum being 1 year and the maximum being 30 years. The distribution of the sample of the institutes where they have studied indicates that the majority of the professors completed their studies at Institute No. 1 "Romero Brest" 34.3%, at the Institute "Gral. Manuel Belgrano "from San Fernando 24.8% and at Institute No. 2" Federico Dickens "19.7%. In the sample, 82 Physical Education Graduates were found, 59.9%, who have received between 5.22  $\pm$  3.4 years with a minimum of 1 year and a maximum of 12 years of receipt. Of the 82 cases 48 were received at the University of Flores, 58.5%, 12 at the Inter-American Open University, 14.6%, 6 at the University of La Matanza, 7.6%, 4 at the University of Lomas de Zamora, 4.9% and 12 in other Universities, 14.6%. The highest percentage came from INEFRB with 32.9% and INEFSF with 29.3%. It was investigated about its relationship with the world of work, obtaining that 95.6% of the respondents work as a teacher and only 4.4% do not work, only 6 of the 137. Job performance is developed mainly as a school teacher with a 55.5%, followed by the field of sports training with 35.8%.

As Scharagrodsky (2004) and before Thirion de Veron (1969) pointed out, the education of the body emerged as a curricular design in the 19th century as a process of disciplining knowledge related to the body through two types of subjects: a theoretical and a biological one and one of a prescriptive - practical nature, seems to be in agreement in the sample taken since the majority of the respondents, 55.5%, focus on their work performance towards sports training or work activities in gyms. Also regarding their preferences, 60.6% of the sample chose sports training and exercise physiology. And as Carvallo (1998) indicates, the Physical Education professionals have been trained in the Universities and faculties that other professionals have trained, specialists in physiology and medicine, that is, based on

Biological Sciences. This is how the concept of Physical Education is based on knowledge of sports medicine and exercise and health programs for the population with the capacity to consume them.

Currently, the reduction of the labor market encourages obtaining better degrees and specializations to renew knowledge and update educational credentials. In one way or another, it is increasingly necessary to define the profile with a distinctive brand. It is for this reason that 71.5% of those surveyed took some type of course after graduation, the percentage being even higher, at 89%, for those who have completed a bachelor's degree.

In the last two decades, public and private institutions and universities have given preponderance to teacher training as one of the most important topics, creating centers and designing courses for teacher training, as a permanent and continuous process that leads to the development of Extensive academic discussions of the state of education everywhere and at all levels.

Cagigal et al. (1979) and Vicente Pedraz (1987) identify Physical Education as a pedagogical discipline and within the field of Educational Sciences. This is not evident, as it is demonstrated in this work, when only 16.1% opted for the teaching-pedagogical update, which would not seem to be of interest in it. The theory of Physical Education according to As Seybold Brunnhuber (1963) proposes, the physical laws of human nature constitute the preferred field of investigation of sports science, above all of sports medicine. That is why, among the courses carried out by the respondents, the highest percentage, 57.7%, take the sports coach courses in the different sports modalities.

Accelerated social change imposed on the teacher or n constant location to better assess their tar educational and social function ea. Renewing or updating will give more life to your teaching. The model teacher should be very alert to major changes , because knowledge found quickly become obsolete and . And permanent training or education is a response to the crisis of contemporary society, where deliberate and conscious learning cannot be limited to years of schooling. In the sample , 97.1% have been updated in a period of less than five years .

The evaluation of Physical Education teachers in the case of asking respondents about the courses or careers of their preference, inclined towards exercise physiology with 34.3% and sports training with 26.3%. The work of Physical Education as an educational phenomenon is nourished by the knowledge of different sciences that contribute to its concrete practice. Suaudeau (1960) argues that since physical activity



and sport are transversal to other sciences, their methods have been manufactured by them and are explained through their epistemologies. This could explain why only 16.8% show interest in the research topic.

In this research, it was investigated about the completion of an academic master's degree: 10 of the 82 respondents, 12.2%, who have completed a bachelor's degree, carry out a master's degree and, of these, only four, 4.9% have completed it. Also regarding the interest in pursuing a Master's degree in Physical Education, 75.9% are interested in doing it, 28.3% are interested in the weekly form, while 21.2% prefer to do it remotely.

Physical Education classes do not escape the general characteristics of other disciplines in relation to the control of the body through the performance of mechanical, repetitive, isolated movements that, like time and space, are predetermined and set by the teacher through planning.

It is very likely that due to the choice of career and the assessment of the body that prevails in Physical Education teachers over the best physical-sports skills, there is a glimpse of interest in performing physical activity: 83.9% carry out some type of physical activity. This activity is carried out on average during  $3.32 \pm 1.37$  hours per week and with a duration of  $1.45 \pm 0.66$  hours per week. Following Bourdieu (2003) the actions of a social group can be understood as practices that have relative autonomy to the extent that they are conditioned by the social positions they occupy in the field and whose development helps to recreate these structures, which is adds Suaudeau's (1960) idea about the practices of educators as well as his interpretations about them can only be understood as a result of the relationship between social order and social subjects. In the sample regarding the maintenance of contact networks with the institute or the University, 56.9% of the respondents did not maintain it largely due to lack of time, with 32.8%. Also with regard to contact with teachers, 54.7% did not maintain it, the vast majority due to lack of time, with 35.8%. Regarding contact with former study partners, the lack of contact is slightly less, at 46%, although lack of time is still the main reason with 32.1%.

Regarding the dedication to the intellectual area, 79.6% dedicate time to it with an average of  $5.54 \pm 2.41$  hours per week. Even today in Physical Education it is difficult to carry out and even more to publish works as research shows. On the subject of text writing, only 39.4% of respondents have written monographic works and more than half, 58.3%, express that it is due to lack of time.

According to the sample surveyed to receive the faculty, they have carried out some type of final integration work, being higher in the INEFRB. For those who have completed a bachelor's degree, they were divided equally between those who did theses or dissertations, regardless of the University. Regarding the final evaluation with which they have passed the continuous training courses, most of the respondents report having carried out some type of monographic or other work to receive it. As Diaz (2010) explains, an internalized and spared theoretical framework ends up imposing a certain methodology as natural, legitimate and unique. It is for this reason that an excess of instrumentality such as the monograph emerges from the investigation regarding its final evaluation.

To this Aisenstein (2002) as well as Dogliotti (2010) add that the curriculum is dedicated to prescribing teaching control to assess the physical qualities and learning of sports techniques. That is why the sample of this research in 76.6% affirms that they carry out evaluations, 31.4% carrying out evaluation by objectives.

### **Final considerations**

The perspective of this research sought to achieve a first approach that serves as a basis for conducting a deeper and, if possible, regionalized research on current and future development between research, teaching and communication channels within the area of Physical Education. In turn, it aims to set a precedent about a future treatment of higher education in Physical Education, either as a condition of individual improvement or as a necessary level for the undergraduate cycle, since through educational reform the Universities, both Public and private, they established the degree as an opportunity to improve the level of teachers in the area.

### **References**

- AISENSTEIN, Angela. **La enseñanza del deporte en la escuela**. Buenos Aires: Miño y Dávila, 2002.
- BOURDIEU, Pierre. **El oficio del científico. Ciencia de la ciencia y reflexividad**. Barcelona: Anagrama, 2003.
- CAGIGAL, José María; MUROS, Ramón C.; HINKELBEIN, Frauke. **Cultura intelectual y cultura física**. Buenos Aires: Kapelusz, 1979.
- DÍAZ, Esther. La construcción de una metodología ampliada. **Revista Salud Colectiva**, UNLA, Buenos Aires, 6, 3, 2010.

- DOGLIOTTI, Paola. Relaciones entre Deporte y Educación Física: campos en disputa en las sociedades actuales. **IX Jornadas de Investigación de la Facultad de Ciencias Sociales**, UdelaR. Montevideo, 2010.
- LOSADA, Analia Verónica. Uso en Investigación y Psicoterapia del Consentimiento Informado. Kerman, Bernardo y Rodriguez Ceberio, Marcelo (Comps.). **En búsqueda de las ciencias de la mente. Investigación en Psicología sistémica, cognitiva y neurocientífica**. Buenos Aites: Editorial Universidad de Flores, 2014.
- PEREZ RAMIREZ, Carmen. Evolución histórica de la Educación Física. **Revista Apunts: Educación Física y Deportes**, 1993, 33.
- SCHARAGRODSKY, Pablo. El padre de la Educación Física Argentina: fabricando una política corporal generizada (1900-1940). **Revista Perspectiva, Revista do Centro de Ciencias da Educação**, 2004, 22.
- SEYBOLD BRUNNHUBER, Annemarie. **Nueva pedagogía de la educación física**. Buenos Aires: Kapeluz, 1963.
- SUAUDEAU, René. **Los nuevos métodos de Educación Física**. España: Paidós, 1960.
- VICENTE PEDRAZ, Miguel. **Teoría pedagógica de la Educación Física**. Gymnos: Madrid, 1987.
- THIRION DE VERON, Esther. **Curso de didáctica especial**. Buenos Aires: Troquel, 1969
- ZAMORA, Jorge Luis. **Epistemología de la Educación Física**. Guatemala: Dirección General de Educación Física, 2009

**RESUMO:**

O trabalho propõe uma contribuição sobre as representações e expectativas de formação a partir das condições históricas e conhecimentos prévios, com uma amostra de 137 professores de Educação Física composta por 72 homens e 65 mulheres, com faixa etária de 22 a 52 anos, o que é Eles trabalham em uma cadeia de centros esportivos que operam na cidade autônoma de Buenos Aires no momento de expandir seus conhecimentos para enfrentar estudos complementares. É apresentado um projeto exploratório, descritivo, observacional, intensivo, transversal e não experimental, desenvolvido através de um questionário autoaplicável com perguntas pré-codificadas, indagando sobre aspectos relacionados à sua profissão e sua relação com a evolução e preferências e interesses em educação continuada e ensino superior.

**PALAVRAS-CHAVES:** Representações sociais; Atividade física; Professor.

**RESUMEN:**

El trabajo propone un aporte sobre las representaciones y expectativas de formación desde las condiciones históricas y conocimientos previos que tiene una muestra de 137 docentes de Educación Física conformada por 72 masculinos y 65 femeninos, con un rango de edad de 22 a 52 años, que se desempeñan en una cadena de centros deportivos que funcionan en la Ciudad Autónoma de Buenos Aires al momento de ampliar sus conocimientos con el objetivo de encarar estudios complementarios. Se presenta un diseño exploratorio, descriptivo, observacional, intensivo, transversal y no experimental, desarrollada a través de un cuestionario auto administrado con preguntas pre – codificadas, indagando acerca de los aspectos relativos a su profesión y su relación con la evolución y preferencias e intereses en educación continua y de la enseñanza superior.

**PALABRAS-CLAVES:** Representaciones sociales; Actividad física; Profesor.