

**89 - ARTICULATING FACTORS THAT MOTIVATE TEACHING PRACTICE IN PHYSICAL EDUCATION**

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**Introduction:**

Before the quality standards that are intended to be achieved today in the schools of our country, every teacher requires continuous training, motivation, monitoring and accompaniment; To understand their teaching practice we have to know, analyze and understand their culture, considering that it contributes to give meaning, identity and support to their work, as well as the social factors that drive the professional development of the teacher such as collaborative work, research on its practice, the ability to develop a critical reflection and finally professional autonomy; for this, from the accompaniment of the pedagogical technical advisor it is possible to understand and give an understanding to the teacher as an external agent to the educational center so that he can achieve all this conjugation of internal and external factors to be able to articulate his praxis and challenges of education today in day; In this qualitative research project we will address the relationship between the professional motivation of the physical education teacher and the quality of their classes in an environment of participation, collaboration and permanent exchange, respect for differences between students and the teaching group, as well as the responsibility, individual and group commitments that are useful for this educational research in the field of physical education, also for its contribution to the improvement of the educational members around us as people who consciously and committedly exercise their profession.

**Methodology:**

Overall objective: Determine the relationship between the different articulating factors in the level of development of the physical motivation of the physical education teacher in the quality of their classes and the challenges they face today.

**Specific objectives:**

The teacher must be seen as a trained professional (aptitude), with a willingness to change (attitude), to review and question (critical approach) what skills (objective) and teaching strategies (methodology) must acquire or improve for a Better performance before society.

Develop a series of collaborative teaching strategies to observe, analyze, reflect and act in practice, from a permanent dialogue process with the reality of the classroom.

Relate collaborative work between teachers of E.F. and advisor with which it is possible to share their practices, and their professional perspectives, considering the differences and individual competences, since heterogeneity enriches the group

Epistemological orientation or theoretical posture: The motivation that guides the exercise of a profession is a determining factor in the quality of its performance. González Maura (1994) that is why it is necessary to know the type of motivation that guides the performance of the physical education teacher if we want to guarantee the quality of their classes. Research carried out on professional motivation in university teachers in Cuba, González Maura (2004), has shown that professors who manifest an intrinsic motivation towards the chosen profession (professional interests) achieve good results in the exercise of their profession, manifest a Scientific attitude in the exercise of teaching as they become researchers in their educational practice as they work spontaneously to improve the quality of their classes, while at the same time they demonstrate good communication with their students; while the professors that their professional motivation is based, fundamentally, on an extrinsic motivation to the essential content of their profession (to practice the profession for their economic advantages, or to obtain recognition and social prestige, among others) and that they lack, therefore, of professional interests, they tend to be mediocre professionals and manifest a formal attitude in the exercise of teaching and in their communication with students

**Definition of methods to obtain information:**

It is very important to recognize that one of the primary factors that affect our practice is diagnosis, since it allows us to collect and analyze data to evaluate problems of various natures. Therefore, the diagnosis guides the teaching intervention that constitutes the starting point for planning, decision making and the modification of the teaching-learning process for the achievement of educational purposes. For the diagnosis of the levels of development of the professional motivation of the physical education teacher, the DIP technique (Diagnosis of professional interest) will be used and has been used and validated in research conducted in Cuba. (González and López, 2002).

The DIP technique allows teachers to be placed at different levels of development of their professional motivation based on the integration of content indicators and motivational functioning. The content indicator allows to discriminate between two types of motivation towards the profession: intrinsic motivation (oriented to essential content, for example, to practice the profession because you like it), and extrinsic motivation (oriented to aspects outside the essential content of the profession, for example, to practice the profession for a salary, for social recognition). The performance indicator tells us how motivation regulates the teacher's performance: with what intensity and dedication (perseverance), with what temporality (mediate or immediate), what position the teacher assumes in the exercise of his teaching (active or passive), how he reflects (personal elaboration) and feels in the profession (satisfaction-dissatisfaction). Google Technical DIP digital survey prepared for research.

[https://docs.google.com/forms/d/e/1FAIpQLSeISf8d9dGK6ATvBeEk05GEJrgIgbpVbAxrrDYx-dIFOLBQWg/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSeISf8d9dGK6ATvBeEk05GEJrgIgbpVbAxrrDYx-dIFOLBQWg/viewform?usp=sf_link)

In the same way, another instrument was used as a class observation guide to carry out a pedagogical technical support visit to each teacher to collect the information requested in a comparative chart. They were asked for a personal SWOT analysis (Strengths, Opportunities, Weaknesses and threats) that they plan each teacher from their perspective to make an

analysis and systematization of the information through graphs.

A written questionnaire about the research questions was applied to collect the information related to the research discussion. For this, a Google questionnaire was designed for the study of the case with the purpose that teachers at any free time could answer from their mobile phone, tablet or computer. [https://docs.google.com/forms/d/e/1FAIpQLSfXi\\_GRb0o5PP8JmWWD\\_FC979nNOZZEotPtxXvxMejQ7zJp4w/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSfXi_GRb0o5PP8JmWWD_FC979nNOZZEotPtxXvxMejQ7zJp4w/viewform?usp=sf_link)

A meeting was held at the next school technical council with physical education teachers to share teaching strategies and common problems of their practice as a way to create learning communities

The research is participatory in nature as long as there is permanent communication by different means between the person in charge of the research project and the members of the research group. Each task involves a process of consultation, application and reflection, which were registered and socialized in the different stages of the investigation.

In the case study of the topic from my research perspective, it is of an instrumental type, since in our case we examine different contexts of the 22 teachers, using various techniques and instruments that are 4 in total to deepen the object of study that is : The articulating factors that motivate the professional practice of the physical education teacher and their educational challenges. To do this, in order to articulate or contrast the information, it is necessary to systematize each instrument by taking out the common values and points of conjecture of the teachers in order to take out assessment means in order to give a final report in relation to how each one of the Common factors motivate the practice of physical education teachers.

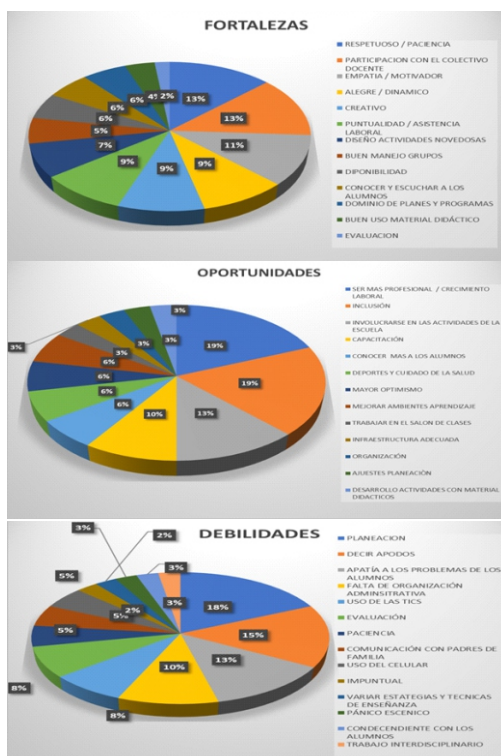
**Justification:**

Learning Communities are based on the principles of dialogic learning; In this way, it implies that all educational agents (students, teachers, family members, volunteers, neighborhood entities) that decide to participate in the center converted into a learning community have space to dialogue in a democratic and horizontal way, so that all people They have the same right to intervene and decide, at school and in physical education class. The seven principles of dialogic learning (Arrow, 1997) in the context of physical education are: egalitarian dialogue, cultural intelligence, transformation, instrumental dimension, sense creation, solidarity and the equality of differences.

The importance of good communication with different educational and social agents for the identification of needs or supports that allow joint attention to priority problems in the education of students and work together to improve the care provided, it is important to know the models of counseling Pedagogical technician (intervention, facilitation and collaboration) to be able to apply at the right time as Fullan points out (2002: 207): "advice consists in developing the capacity, motivation and commitment necessary to get involved in the improvement processes"

**Results:**

The research was carried out from a qualitative approach that allowed me to integrate in its development methodological resources of both the traditional research paradigm and the research - action, so it focuses on the stimulation of participation, reflection and commitment of the subjects of study in both research tools and professional development. The research has a participatory character since there is a permanent communication through digital media and in person between those involved in the research group, each task involves a process of consultation and reflection, which were recorded in print and using digital media such as Google surveys and resources. As project managers, I participate in the review and evaluation of the data processed by the members of the group based on the original databases of each case, in order to ensure their reliability. However, based on these analysis and systematization of results, I inform the investigation of the results of each instrument and technique raised in the methodological process of the investigation. Next, I present graphs of the SWOT analysis and the comparative table of the pedagogical technical support visits that allow us to contrast the factors that motivate and demotivate the practice of the physical education teacher.



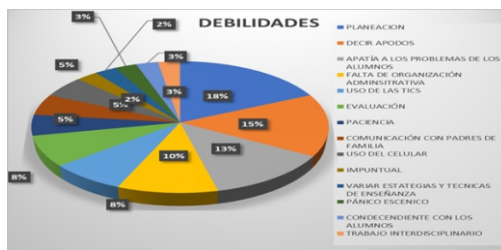


Tabla Comparativa de la hoja de bbservaciones del acompañamiento tecnico pedagógico

| Cumplimiento y fortalezas   |     | Áreas de oportunidad observadas  |      |
|---|-----|--|------|
| Presentaron planeación impresa en forma   | 80% | No dan a conocer el aprendizaje esperado a los alumnos   | 85%  |
| Evaluación diagnóstica aplicada   | 60% | No realizan la evaluación formativa  | 90%  |
| Control y manejo de grupos adecuado en las clases   | 90% | No varían las técnicas de enseñanza  | 70%  |
| Las actividades realizadas motivan la participación de los alumnos en las sesiones E. F.              | 80% | No anotan las adecuación en las planeación impresa de las actividades que cambiaron                        | 80%  |
| Llevar un registro de asistencia en cada clase  | 65% | No centran atención antes de dar las instrucciones, los desperan y gritan                                  | 75%  |
| Favorecieron el desarrollo de las habilidades motrices y de colaboración a través de las actividades. | 80% | Largas filas de espera para los turnos en las actividades con los alumnos                                  | 60%  |
|   |     | Poco material didáctico para uso en las clases   | 70%  |
|   |     | No favorecen el carácter significativo entre lo aprendido de la sesión y su vínculo con la vida cotidiana. | 90%  |
|   |     | Poco tiempo para poder evaluar entre clase y clase   | 100% |
|   |     | El calentamiento es de forma tradicional no involucran actividades recreativas o cantos                    | 90%  |
|   |     | Las mismas actividades de la planeación las repiten para otros grados                                      | 75%  |

Discussions:

The majority of the teachers of the object of study are between 6 and 20 years of professional teaching service, and at the end of the personal SWOT analysis they are requested to be evaluated according to their answers and that a level of performance will be assigned where NI is insufficient, Sufficient NII, Outstanding NIII and NIV Outstanding in relation to their work in their schools, to which at the technical council meeting I could gather them to analyze all the research information and share the strategies of those who do in their schools. which leads them to compliance or non-compliance in some aspects, more than 53% of the teachers under investigation in the case were assigned at an outstanding level (NIII), which makes us understand that more than 50 percent value and recognize their own effort and work of his work, however during the reflection of the comparative table of the accompaniment visits of his practice as an external agent to his educational center tivo observes and analyzes its strengths, several aspects of the areas of opportunity came into discussion with which we could reflect the importance of the subject and how is the daily action that a physical education teacher must perform in order to comply with a teaching of quality.

Conclusions:

Our object of the case of qualitative research was: “The articulating factors that motivate the professional practice of the physical education teacher and their educational challenges”, in relation to this by articulating and contrasting from the theoretical, methodological and problem approach That I investigate in relation to the answers and analysis obtained from the case I can mention that in order to analyze these factors it was important to know their weaknesses, threats and areas of opportunity that teachers present in order to look for common points and of greater expectation than teachers manifest to be able to look for the factors that motivate to be better teachers of physical education and therefore we can conclude that these factors that favor and motivate their professional practice are:

Adequate conditions in their work spaces such as domes, roofs, shadows, courts and spaces in conditions so that students can move freely without risk of accidents or heat stroke.

Teaching materials for physical education classes, most teachers said they are few and in poor condition, often they do not buy the right material in addition to the lack of storage or storage spaces causes them to be lost and remain without these didactic resources, causing the classes to be unattractive, and because of the small amount of materials they make long queues between shifts to manipulate the materials creating distraction among students and even fights and discussions in that lapses so learning It is not constant during your class.

Another important point is the remuneration of the salary in relation to the amount of hours that teachers have since, for the amount of hours many teachers have the need to look for other jobs or have several work centers which forces them to run from one side to another and the administrative burden, its planning and evaluations do not allow them to be carried out as it should be, so I consider it important to support teachers in this part to improve their work conditions through horizontal growth programs such as teaching career supporting them in constant courses and training.

The aspect of the recognition of the teaching work is very important and motivating, for example, the fact that the directors and authorities do not recognize the work of the physical education teacher as an important subject in the growth of students demerits the teacher put Endeavor in their work, more emphasis is always given to the aspect of reading and mathematical comprehension and very little to the results of the motor or sports part.

Finally, one of the factors that motivate the work of the physical education teacher is the relationship with other teachers and managers, since being the teacher who has to teach the entire school and sometimes the times between Take out and return to a group to your classroom many times they miss a couple of minutes between class and class, group teachers get upset but do not support during class, the physical education teacher is the most observed throughout the school since it found in an open space; The support of the principal is very important to achieve these good relations between the teaching group.

Although, all these factors that I present of the research are due to the synthesis of results of each instrument presented, I consider the research can be done with more teachers and optimizing descriptive values of the surveys and techniques applied from this first research event in order to have more specific data to obtain more conclusive percentages that

favor qualitative research analyzes. Undoubtedly, I took great lessons from this research in my work as a pedagogical technical advisor and sure to continue working to dignify and improve the quality of physical education in schools.

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#### FACTEURS ARTICULANTS QUI MOTIVENT LA PRATIQUE ENSEIGNANTE DE L'ÉDUCATION PHYSIQUE.

##### Résumé

L'éducation physique, en tant que domaine d'enseignement dans l'éducation de base du système éducatif de notre pays, pose des objectifs en matière de développement moteur, de connaissance du corps et de santé du corps qui, dans ses stratégies d'enseignement et d'enseignement, contribuent à favoriser et à réduire au minimum les situations d'exclusion sociale, promouvoir l'intégration et contribuer à la résolution des conflits en renforçant les valeurs pour la paix, la solidarité et le travail coopératif, le dialogue équitable ou l'amélioration de l'estime de soi des enfants, autant d'objectifs nécessaires à la réalisation d'une éducation de qualité globale l'école. C'est pourquoi, pour ce travail de recherche, l'expérience éducative sera prise en compte qualitativement à partir de mon rôle que je développe en tant que conseiller technique pédagogique (dans son acronyme ATP pour références futures) d'éducation physique et basée sur mon expérience d'enseignement de 14 Au cours des dernières années, les professeurs d'éducation physique ont besoin de plus d'aide pour gérer leurs émotions en raison de facteurs internes et externes, car cet élément dépend en grande partie de la motivation avec laquelle ils développent leur pratique et qui mène à une éducation physique de qualité

Mots clés: facteurs internes et externes, motivation, qualité.

#### FACTORES ARTICULADORES QUE MOTIVAN LA PRÁCTICA DOCENTE EN EDUCACIÓN FÍSICA.

##### Resumen

La educación física, como área curricular en la educación básica del sistema educativo de nuestro país, plantea objetivos relacionados con el desarrollo motor, el conocimiento del cuerpo y la salud corporal que en su didáctica y estrategias de enseñanza contribuyen a favorecer y minimizar situaciones de exclusión social, favorecer la integración y contribuye a la resolución de conflictos potenciando valores para la paz, la solidaridad y el trabajo cooperativo, el diálogo igualitario o mejorar la autoestima de los niños y las niñas, todos objetivos necesarios para conseguir una educación integral de calidad en la escuela. Es por ello, que, para este trabajo de investigación, se tomara en cuenta la experiencia educativa cualitativamente desde mi función que desarrollo como Asesor Técnico Pedagógico (en sus siglas ATP para futura referencias) de educación física y con base a mi experiencia docente de 14 años, los docentes de educación física requieren mayor apoyo en cuanto al manejo de sus emociones de los factores internos y externos con los que se relaciona ya que depende de mucho este rubro la motivación con la cual ellos desenvuelven su praxis y que conlleva a una educación física de calidad.

Palabras clave: factores internos y externos, motivación, calidad.

#### FATORES ARTICULANTES QUE MOTIVAM A PRÁTICA DO ENSINO NA EDUCAÇÃO FÍSICA.

##### Sumário

A educação física, como área curricular da educação básica do sistema educacional de nosso país, eleva objetivos relacionados ao desenvolvimento motor, ao conhecimento corporal e à saúde corporal que, em suas estratégias de ensino e ensino, contribuem para favorecer e minimizar situações de exclusão social, promover a integração e contribuir para a resolução de conflitos, aprimorando valores para a paz, solidariedade e trabalho cooperativo, diálogo igual ou melhorando a auto-estima das crianças, todos os objetivos necessários para alcançar uma educação abrangente de qualidade. a escola. É por isso que, para este trabalho de pesquisa, a experiência educacional qualitativa será levada em consideração pelo meu papel que desenvolvo como consultor técnico pedagógico (na sigla ATP para futuras referências) da educação física e com base na minha experiência de ensino. anos, os professores de educação física precisam de mais apoio em termos de gerenciamento de suas emoções a partir dos fatores internos e externos com os quais se relacionam, pois esse item depende muito da motivação com que desenvolvem sua prática e que leva a uma educação física da qualidade

Palavras-chave: fatores internos e externos, motivação, qualidade.