How PE teacher’s role as physical activity promotor is perceived by the students? Comparison in Quebec and Wallonia

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Introduction

• In Canada, 14% of children (5-11 y/o) and 5% of adolescents (12-17 y/o) respect the recommendations for PA and sedentariness (ASP Canada, 2016)
• In Belgium, 2% of adolescents (10-17 y/o) reach the WHO’s daily requirements (Bel et al. 2016)
• Promoting a physically active lifestyle and preparing life-long physically educated citizens should be one of the main objectives of any PE teacher worldwide (McLennan & Thompson, 2015)
### PE in Quebec and Wallonia

**Quebec** (Cégep = students 17–20 y/o)

- **PE and Health education since 1994**

**Wallonia** (primary + secondary school)

- **PE (contribute to the development of each pupil as an individual and to become responsible citizen)**

#### Course Competences to acquire

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**MEQ (1994)**

#### Three groups of competences

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Are PE teachers effective in changing students’ lifestyle?

• Half full?
  van Sluijs et al. (2007)
  Heath et al. (2012)
  Lonsdale et al. (2013)

• Half empty?
  Flintoff & Scraton (2001)
  Huts et al. (2004)
  Green (2014)

Aim of the study

To compare the students’ perceptions of the pedagogical approaches of the PE teachers in Wallonia and Quebec focused on the PA promotion
Methods

• Participants
  • Quebec (193 students of 6 teachers)
  • Wallonia (280 students of 11 teachers)

• Analysis
  • inductive system of categories
  • inter-analyst reliability > 86%

Methods

• Instruments
  • Online questionnaire (link provided by the teacher)
  • Pre-defined answer alternatives and open-answer questions
  • Four themes: How much the PE teacher contributes ...

... to motivate the students to be physically active
... to provide confidence to the students to adopt a physically active lifestyle
... to make them autonomous active citizens
... to improve students’ knowledge about physical activity
How does the PE contribute ... 
... to motivate the students to be physically active?

<table>
<thead>
<tr>
<th>Category</th>
<th>Quebec</th>
<th>Wallonia</th>
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<tbody>
<tr>
<td>Activities</td>
<td>23.1</td>
<td>50.3</td>
</tr>
<tr>
<td>Organization</td>
<td>12.5</td>
<td>15.9</td>
</tr>
<tr>
<td>Teaching style</td>
<td>12.2</td>
<td>17</td>
</tr>
<tr>
<td>Individualization</td>
<td>3.3</td>
<td>7.9</td>
</tr>
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<td>Societal transfer</td>
<td>6.3</td>
<td>22.5</td>
</tr>
<tr>
<td>Impact</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Relation between...</td>
<td>5.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Other</td>
<td>4.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Don't know</td>
<td>2.3</td>
<td>5.5</td>
</tr>
</tbody>
</table>
How does the PE contribute ... ... to motivate the students to be physically active?

- Activities: 50.3% (Quebec), 22.5% (Wallonia)
- Organization: 15.9% (Quebec), 12.2% (Wallonia)
- Teaching style: 17% (Quebec), 15.9% (Wallonia)
- Individualization: 7.9% (Quebec), 3.9% (Wallonia)
- Societal transfer: 6.3% (Quebec), 22.5% (Wallonia)
- Impact: 2.3% (Quebec), 5.5% (Wallonia)
- Relation between: 3.9% (Quebec), 1.3% (Wallonia)
- Other: 4.4% (Quebec), 5.3% (Wallonia)
- Don’t know: 2.3% (Quebec), 5.5% (Wallonia)

‘Doing little sports other than soccer, baseball or rugby, less common sports, would be welcome’

‘Presenting examples of people who practice regularly PA’
How does the PE contribute ... 
... to motivate the students to be physically active?

How does the PE contribute ... 
... to motivate the students to be physically active?

‘The lessons should be adapted according to the possibilities of each one. Everyone is not able to run as long and as fast, everyone does not have the same abilities.’

‘Encouragements’
How much the PE activities contribute …
… to motivate the students to be physically active?

<table>
<thead>
<tr>
<th></th>
<th>Very negative</th>
<th>Negative</th>
<th>Few negative</th>
<th>No impact</th>
<th>Few positive</th>
<th>Positive</th>
<th>Very positive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wallonia (n=280)</td>
<td>6,1</td>
<td>18,2</td>
<td>38,9</td>
<td>30,4</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quebec (n=193)</td>
<td>3,1</td>
<td>8,8</td>
<td>32,1</td>
<td>33,2</td>
<td>20,7</td>
<td></td>
<td></td>
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How much the PE teacher’s attitude contributes …
… to motivate the students to be physically active?

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<th>Very negative</th>
<th>Negative</th>
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<tr>
<td>Wallonia (n=280)</td>
<td>6,8</td>
<td>15</td>
<td>21,8</td>
<td>34,6</td>
<td>18,2</td>
<td></td>
<td></td>
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<tr>
<td>Quebec (n=193)</td>
<td>1,8,3</td>
<td>22,3</td>
<td>34,7</td>
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How does the PE contribute ... … to provide confidence to the students to adopt a physically active lifestyle?

- Teacher' support
- Chosen activities
- Support of the students'
- Individualization
- Concrete improvement
- Assessment
- Students' involvement
- Societal transfer
- Regulatory aspects
- Other
- Don't know

Quebec Wallonia

0 5 10 15 20 25 30 %

Receiving many encouragements and positive comments'
How does the PE contribute ... ... to provide confidence to the students to adopt a physically active lifestyle?

'Because we have lots of things to train well and the teacher gives us good tips and tricks that allow us to have more confidence in us when we do physical activity.'

How does the PE contribute ... ... to provide confidence to the students to adopt a physically active lifestyle?

'By doing sports that we like'
How does the PE contribute ... ... to provide confidence to the students to adopt a physically active lifestyle?

- Teacher’s support
- Chosen activities
- Support of the students’...
- Individualization
- Concrete improvement
- Assessment
- Students’ involvement
- Societal transfer
- Regulatory aspects
- Other
- Don't know

‘Do activities that give a quick change physically’

How much the PE activities contribute ... ... ... to provide confidence to the students to adopt a physically active lifestyle?

- Wallonia (n=280)
  - Very negative
  - Negative
  - Few negative
  - No impact
  - Few positive
  - Positive
  - Very positive

- Quebec (n=193)
  - Very negative
  - Negative
  - Few negative
  - No impact
  - Few positive
  - Positive
  - Very positive
How much the PE teacher’s attitude contributes ...
... to provide confidence to the students to adopt a physically active lifestyle?

Wallonia (n=280)
- Very negative: 20,7%
- Negative: 22,1%
- Few negative: 29,3%
- No impact: 12,9%
- Few positive: 3,9%
- Positive: 3,1%
- Very positive: 13,5%
- No answer: 20,7%

Quebec (n=193)
- Very negative: 19,2%
- Negative: 30,6%
- Few negative: 31,1%
- No impact: 3,1%
- Few positive: 3,1%
- Positive: 3,1%
- Very positive: 19,2%
- No answer: 19,2%

How does the PE contribute ...
... to make them autonomous active citizens?

- Societal transfer: Quebec 25,4%, Wallonia 20,8%
- Students’ empowerment: Quebec 23,3%, Wallonia 17,8%
- Teacher’s support: Quebec 19,2%, Wallonia 12,9%
- Chosen activities: Quebec 38,8%, Wallonia 32,1%
- Support of the students’ relationships: Quebec 31,1%, Wallonia 25,4%
- Individualization: Quebec 15,1%, Wallonia 12,9%
- Assessment: Quebec 13,5%, Wallonia 10,7%
- Regulatory aspects: Quebec 5,2%, Wallonia 4,5%
- Other: Quebec 3,1%, Wallonia 2,9%
- Don’t know: Quebec 7,6%, Wallonia 5,9%
How does the PE contribute …
… to make them autonomous active citizens?

- Societal transfer: 38.8%
- Students’ empowerment: 11.9%
- Teacher’s support: 15.1%
- Chosen activities: 13.5%
- Support of the students’ relationships: 13.5%
- Individualization: 3.2%
- Assessment: 0.8%
- Regulatory aspects: 0.5%
- Other: 3.7%
- Don’t know: 7%

‘By giving us exercises that we could do at home’

‘Leaving us more freedom’
How does the PE contribute ...
... to make them autonomous active citizens?

How much the PE activities contribute ...
... to make them autonomous active citizens?
How much the PE teacher’s attitude contribute ... ... to make them autonomous active citizens?

Wallonia (n=280)

- Very negative: 26.4%
- Negative: 21.8%
- Few negative: 21.8%
- No impact: 10.4%
- Few positive: 20.7%
- Positive: 34.7%
- Very positive: 23.8%

Quebec (n=193)

- Very negative: 14%
- Negative: 20.7%
- Few negative: 34.7%
- No impact: 23.8%
- Few positive: 34.7%
- Positive: 23.8%
- Very positive: 23.8%

POSITIVE 54%
POSITIVE 79.2%
How much the PE activities contribute …
… to improve students’ knowledge about physical activity?

Wallonia (n=280)

Quebec (n=193)

Conclusion
• In the open-ended questions, societal transfer and chosen activities were identified as determining factors for motivation, confidence, and autonomous active lifestyle
• Students from Quebec gave a greater emphasis on societal transfer while those from Wallonia emphasize more the activities that are proposed
• That difference can be related to the implementation of different curriculum
• The study clearly underlines that students of the samples perceived differently the teaching approach of their physical educators
• It was surprising, mainly for the Quebec sample, that a substantial amount of students were not able to answer

• It is encouraging that a majority of students considers that the PE lessons and teacher’s attitude contribute to the development of their active lifestyle
• Logically, a bigger proportion of students from Quebec expressed a positive opinion about the impact of the PE lessons and teacher on their own lifestyle
• A majority of students have a positive opinion about the role of the PE lessons on their knowledge about PA
• An objective evaluation of the student knowledge on PA should be envisaged
References


Ressources
http://gamsatessaytutor.com/gamsat-essay-conclusions/
http://netpak.com/merci-2016/