

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

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## Introduction

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- 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)



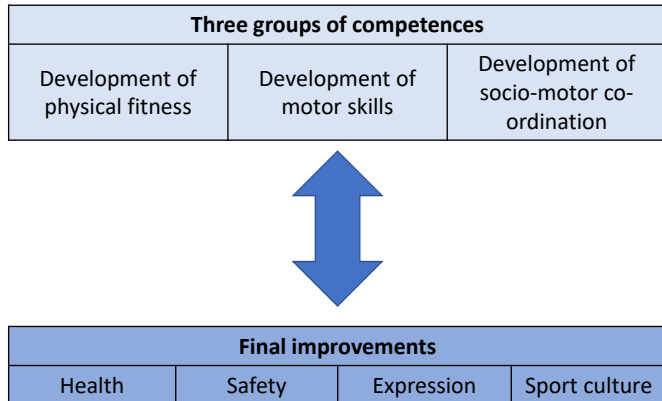
# PE in Quebec and Wallonia

**Quebec** (Cégep = students 17–20 y/o)  
 → PE and Health education since 1994

Course	Competences to acquire
1	Analyze one's physical activity from the standpoint of a healthy lifestyle
2	Improve one's effectiveness when practicing a physical activity
3	Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

MEQ (1994)

**Wallonia** (primary + secondary school)  
 → PE (contribute to the development of each pupil as an individual and to become responsible citizen)



MCF (2001)

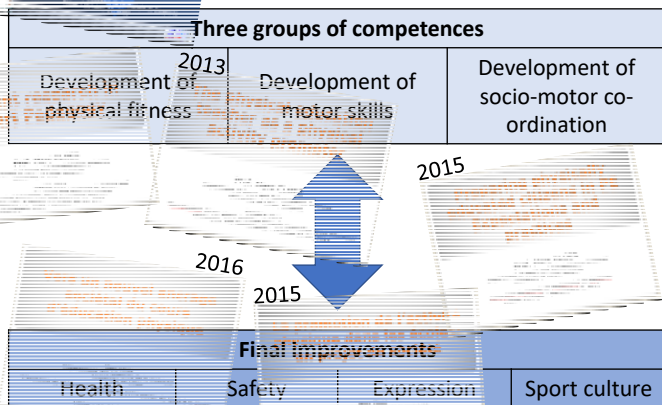
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## Are PE teachers effective in changing students' lifestyle?

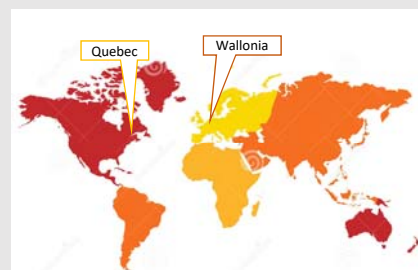
- Half full?  
van Sluijs et al. (2007)  
Heath et al. (2012)  
Lonsdale et al. (2013)




- 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*

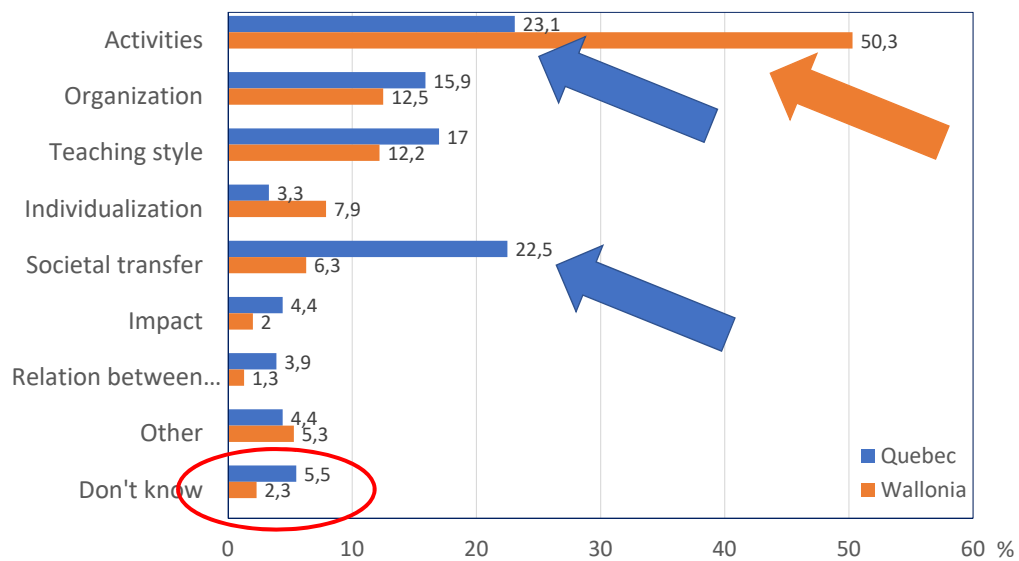
*... to improve students' knowledge about physical activity*



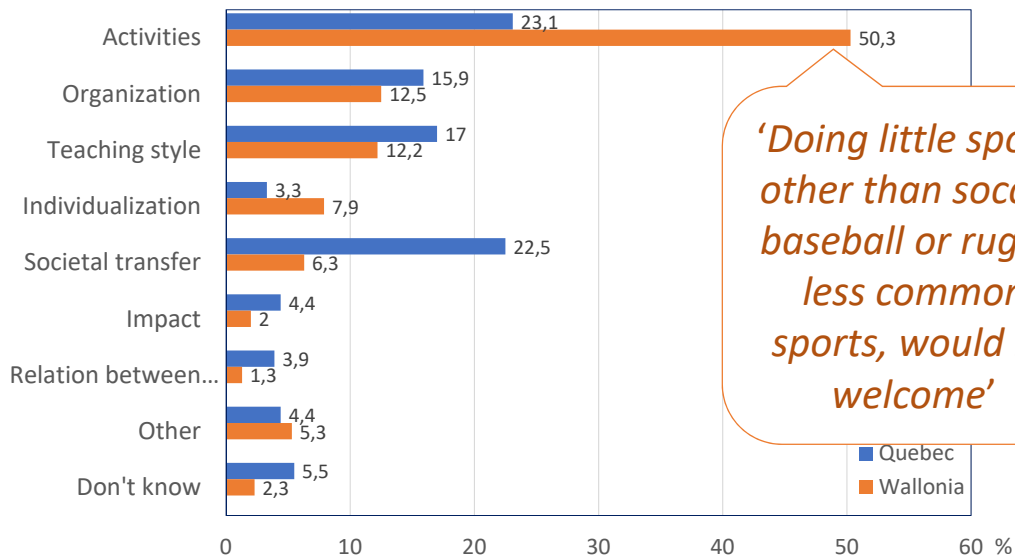
## Findings and discussion



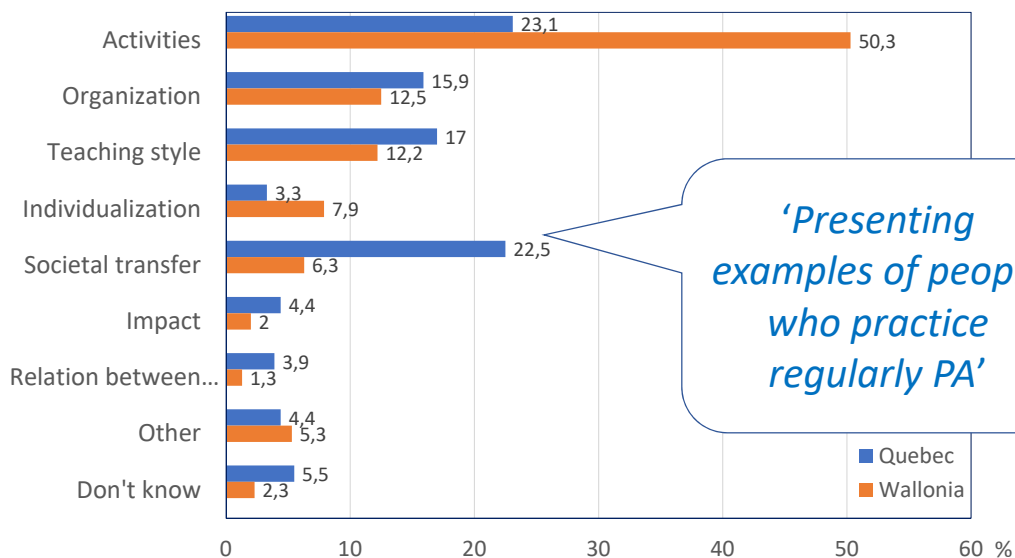
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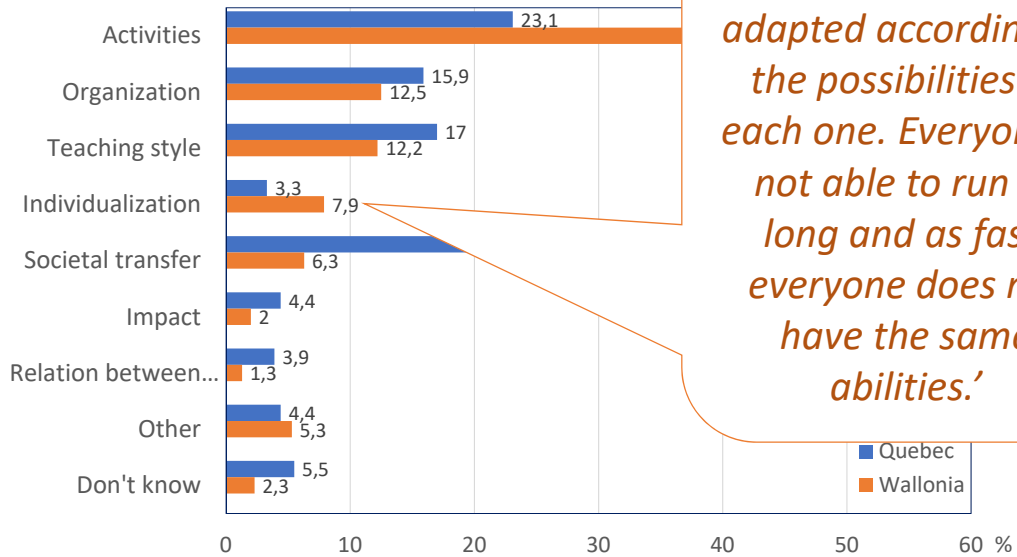
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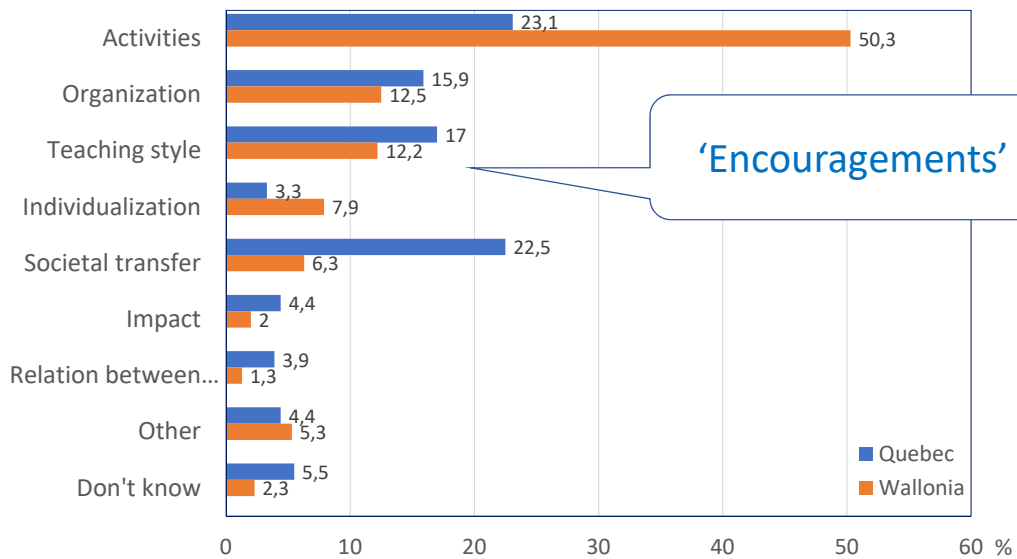


## How does the PE contribute ... ... to motivate the students to learn?



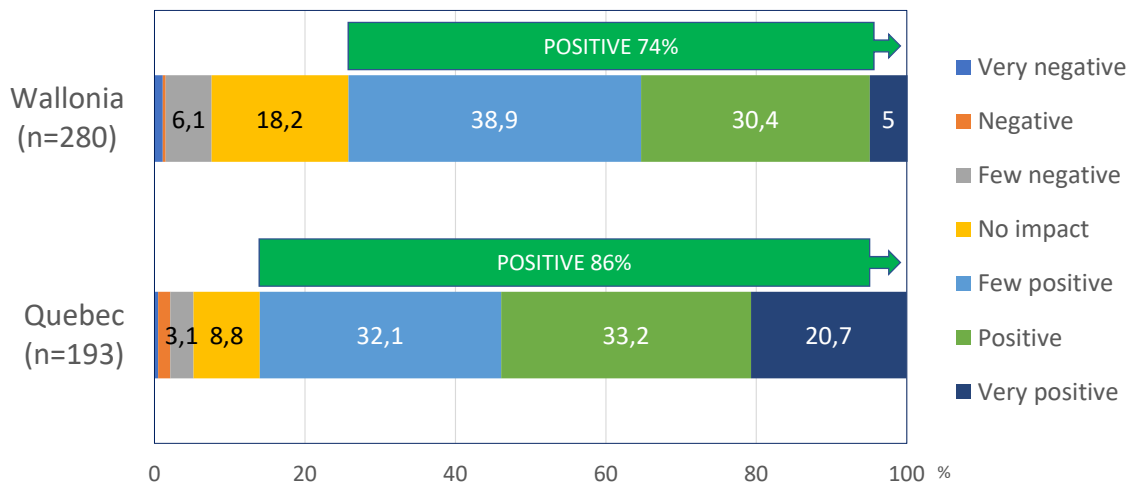
*'The lessons should be adapted according to the possibilities of each one. Everyone is not able to run as long and as fast, everyone does not have the same abilities.'*

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

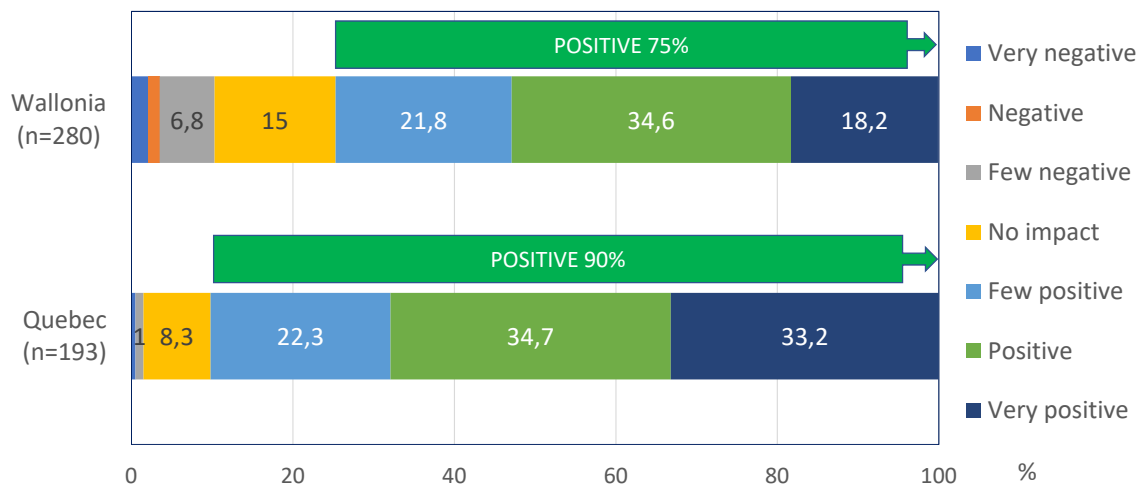


**'Encouragements'**

## How much the PE activities contribute ... ... to motivate the students to be physically active?

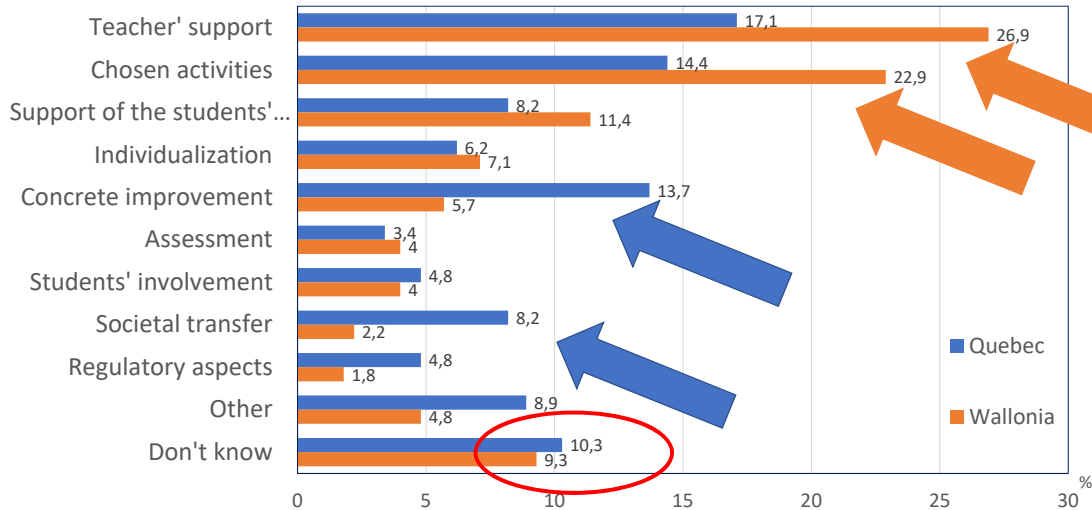


## How much the PE teacher's attitude contributes ... ... to motivate the students to be physically active?

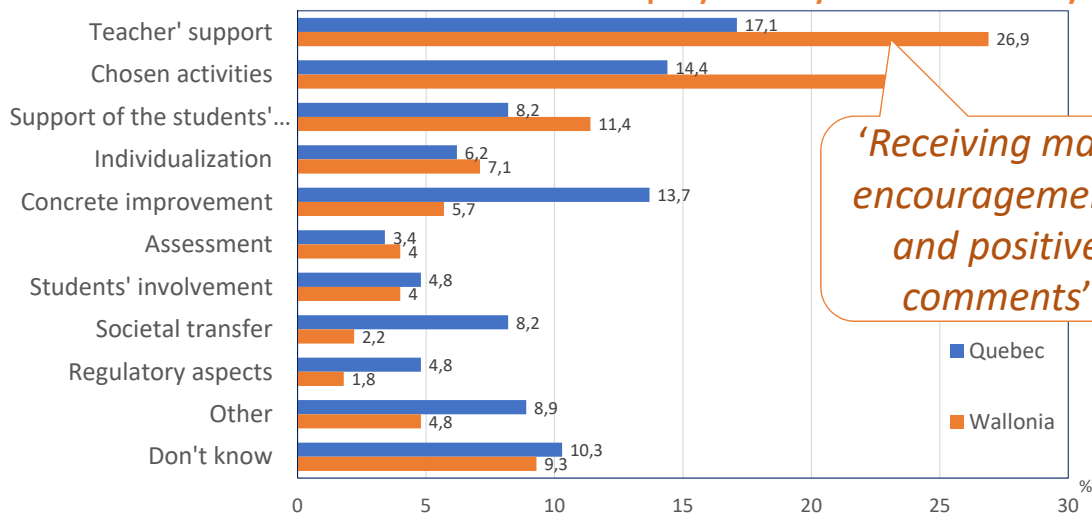




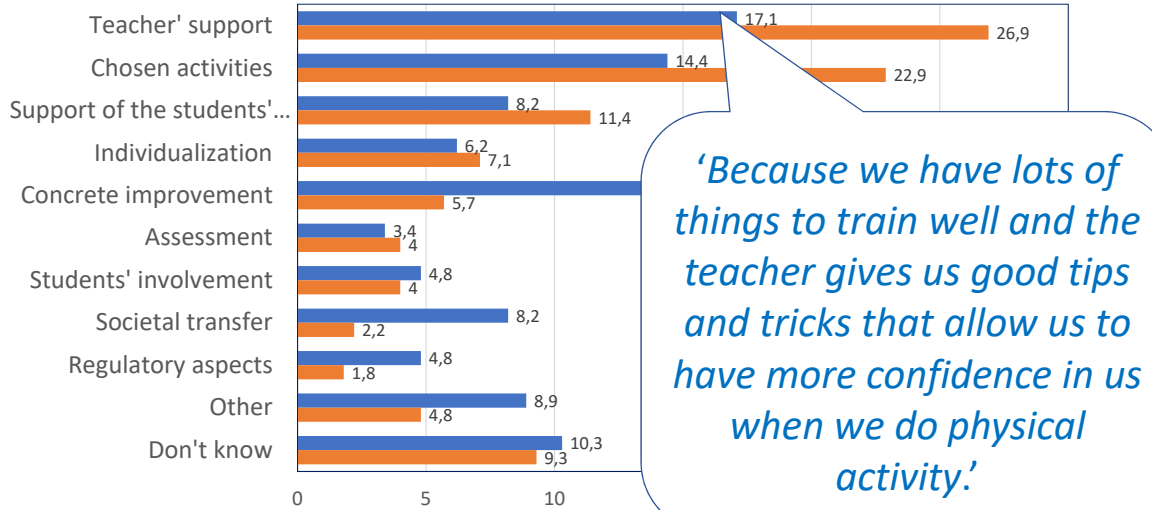
How does the PE contribute ...  
... to provide confidence to the students to adopt a  
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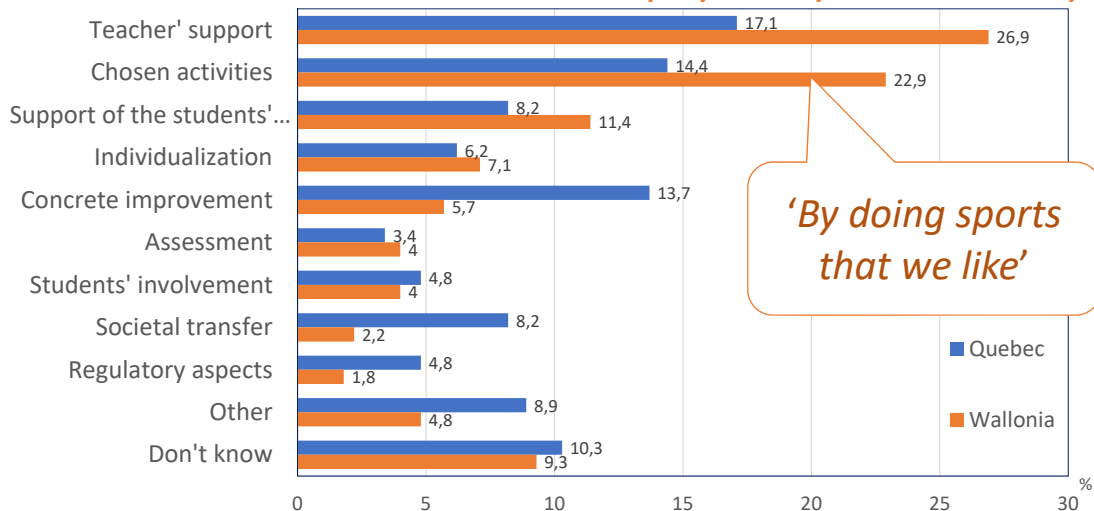
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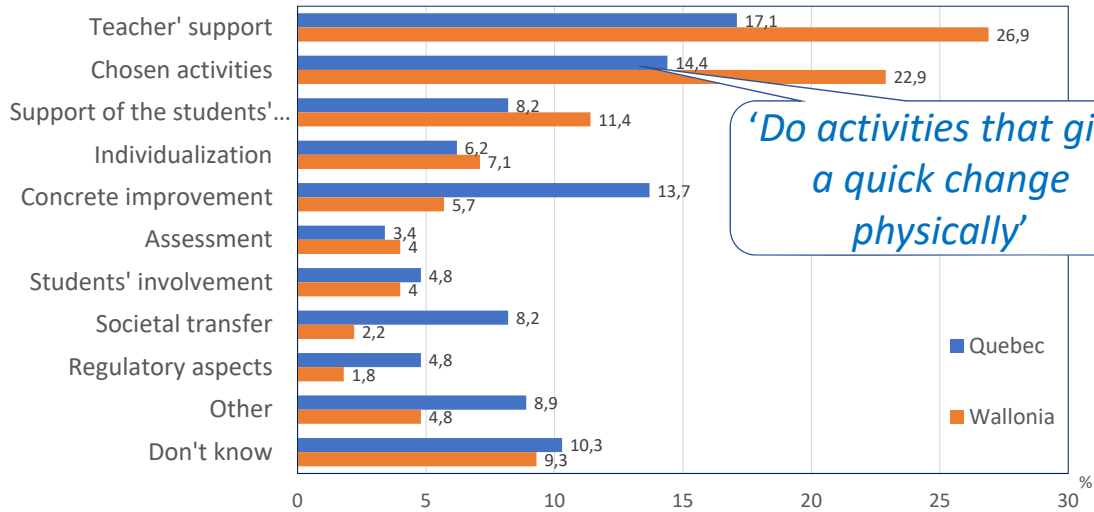
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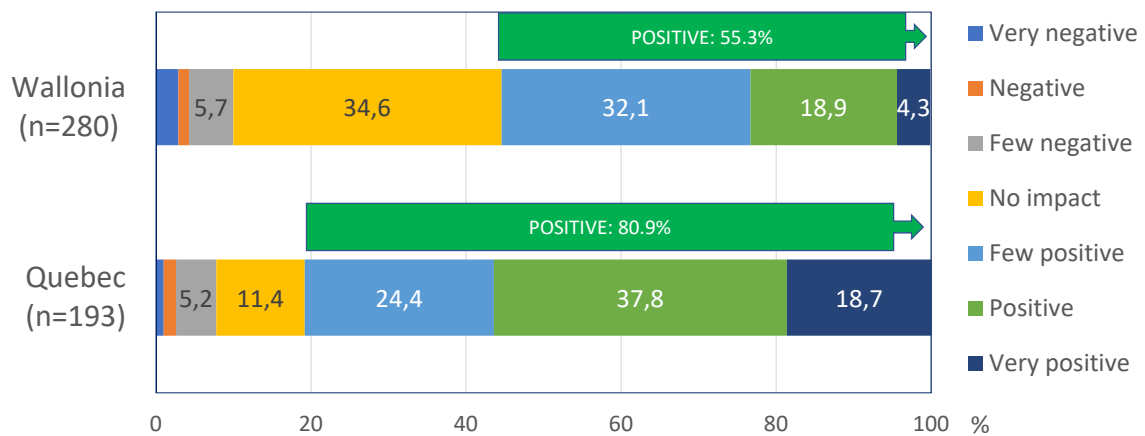
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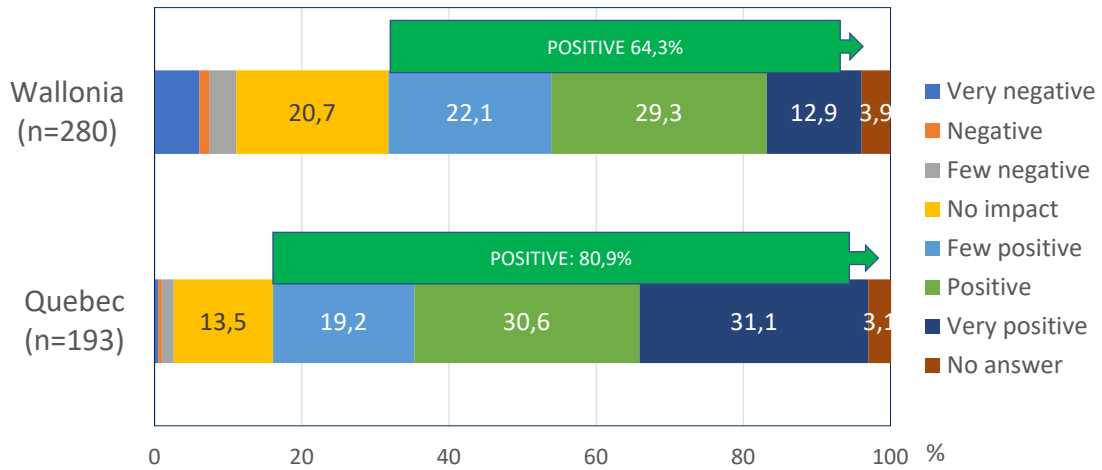
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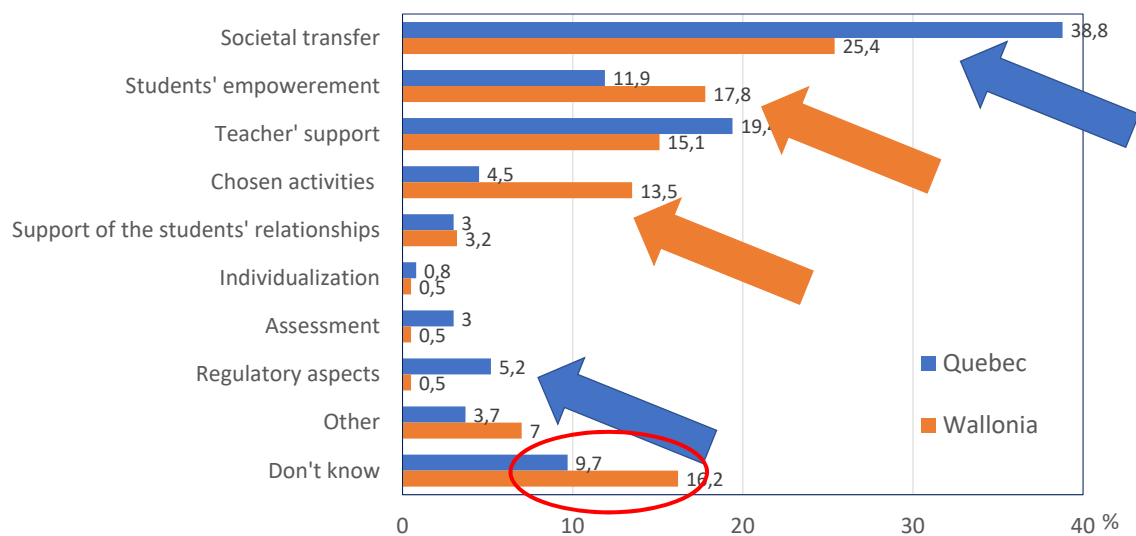
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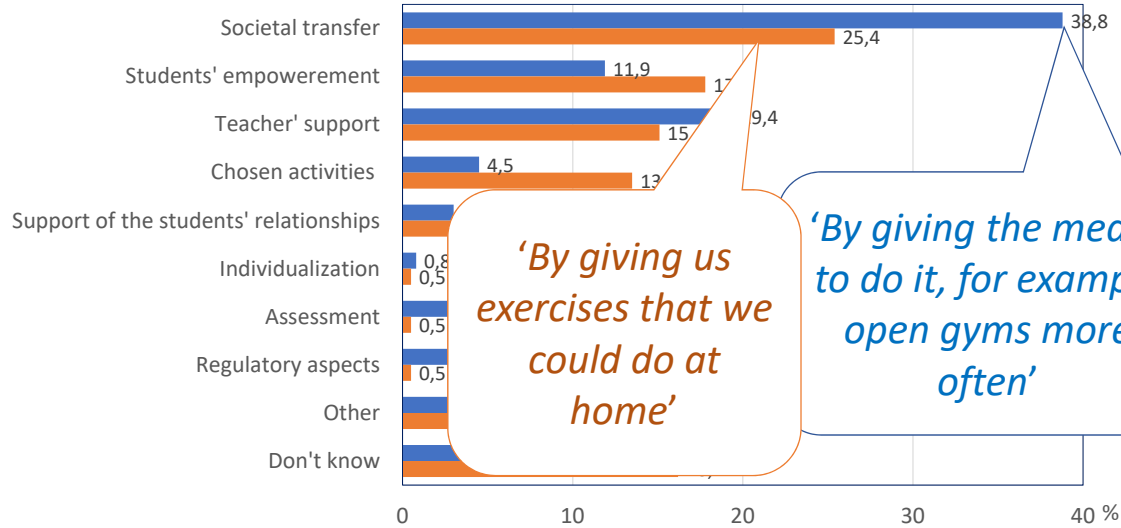
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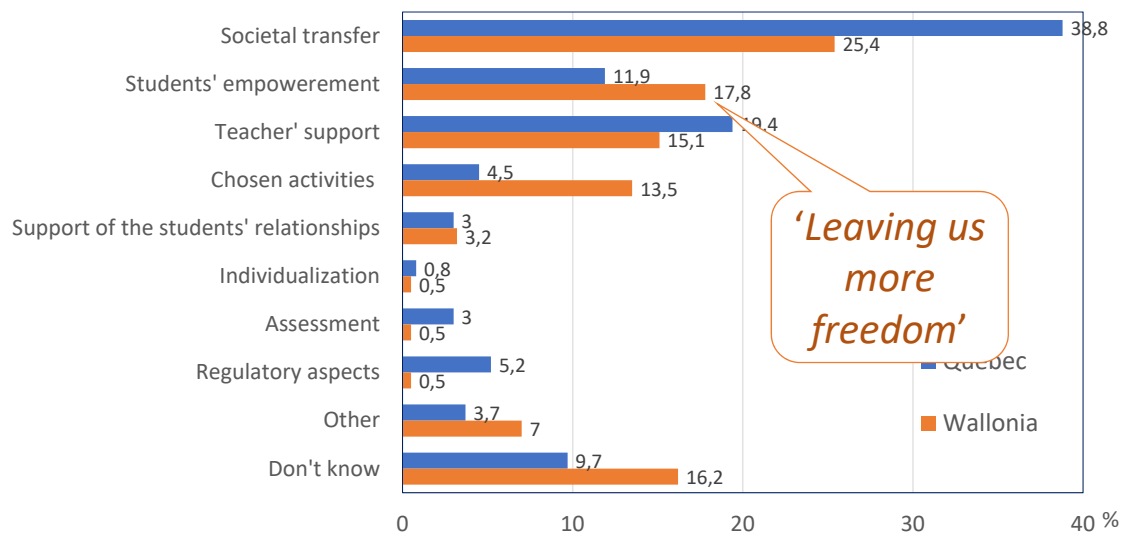
### How does the PE contribute ... ... to make them autonomous active citizens ?



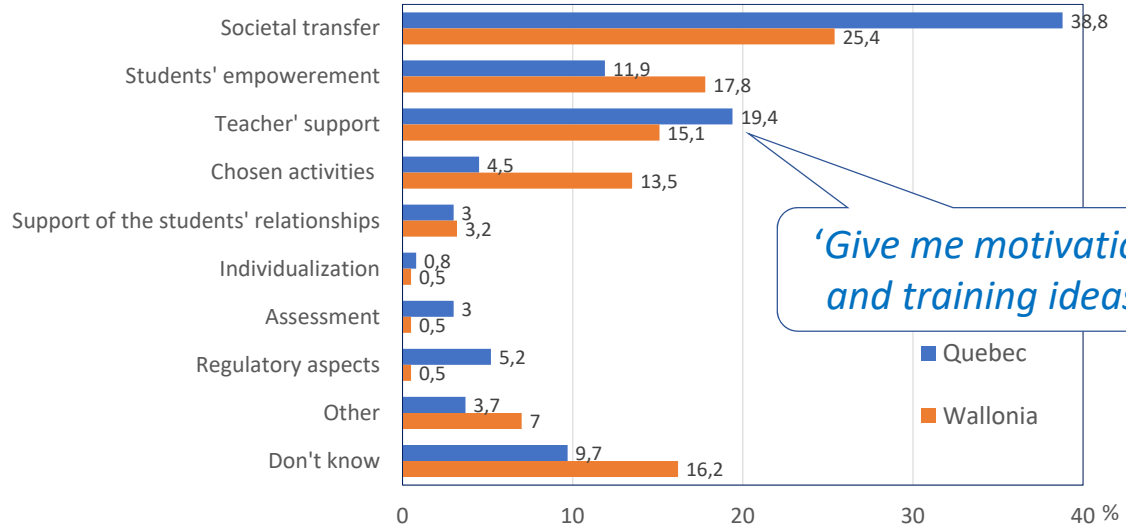
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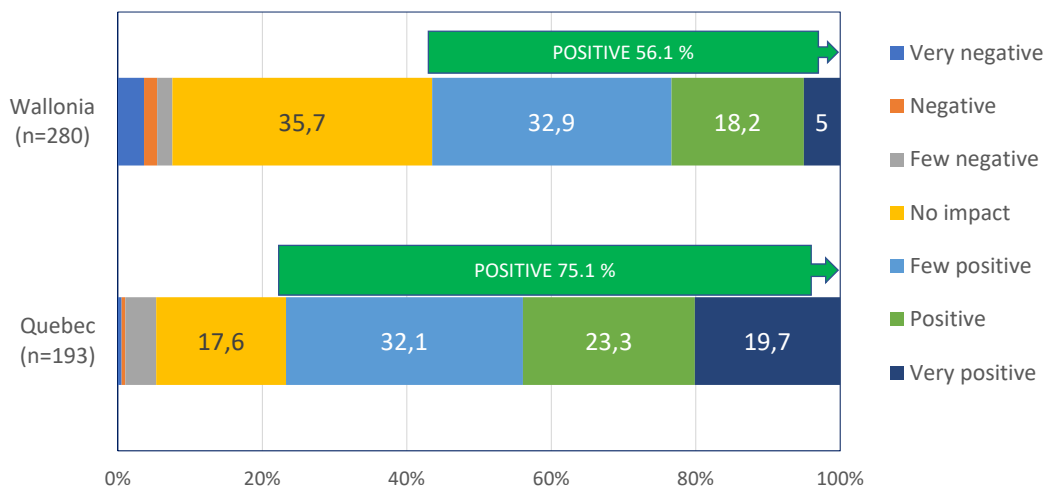
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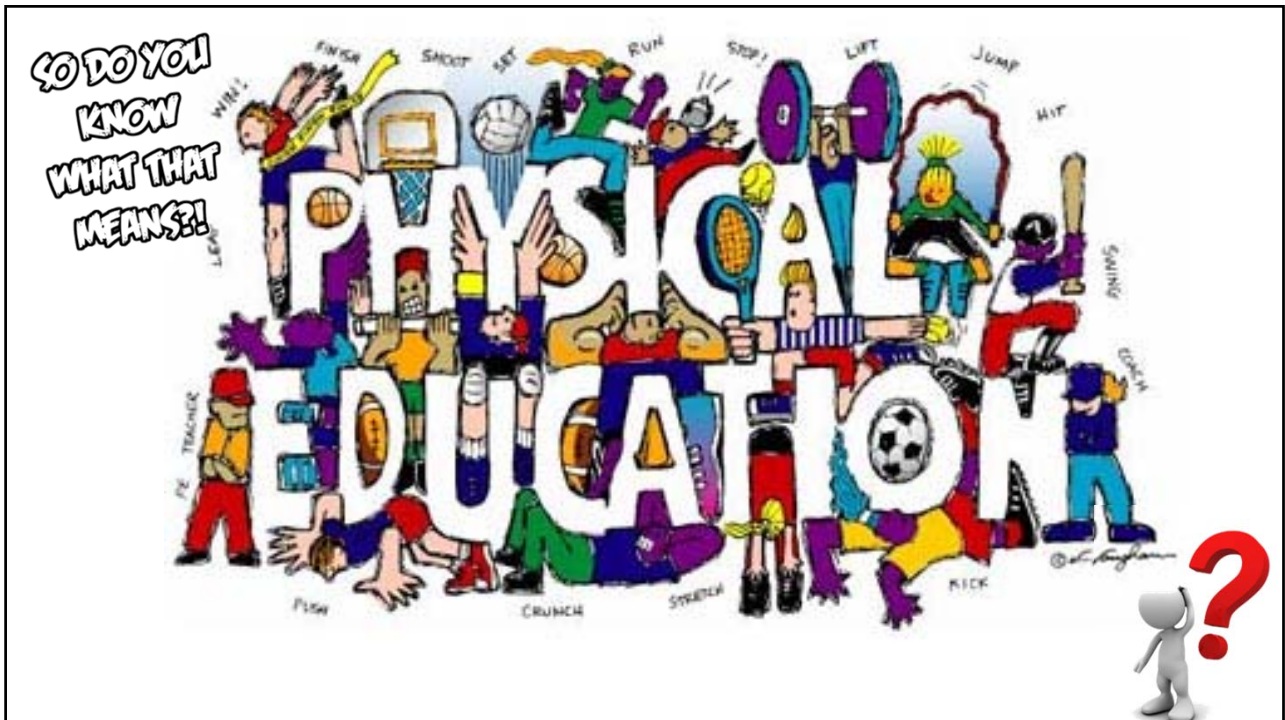
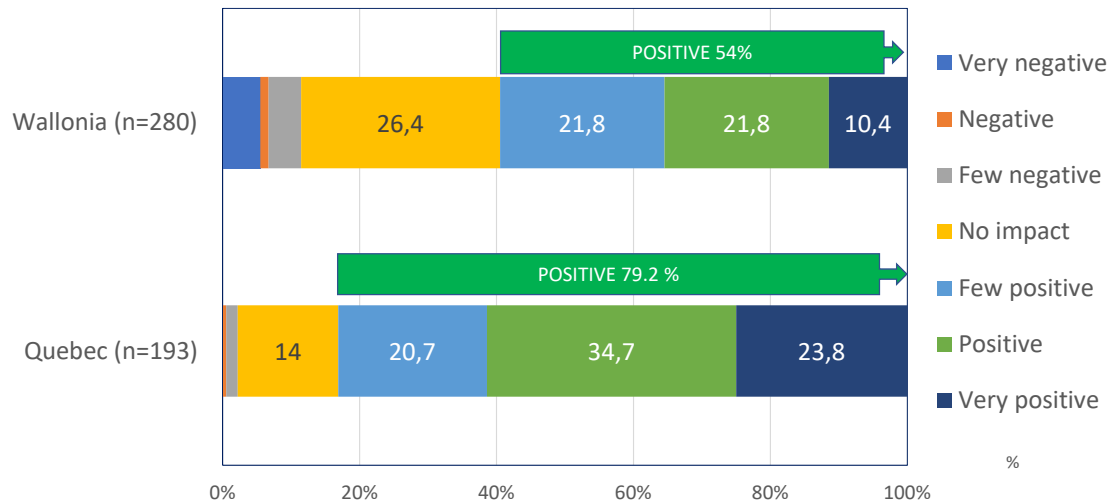
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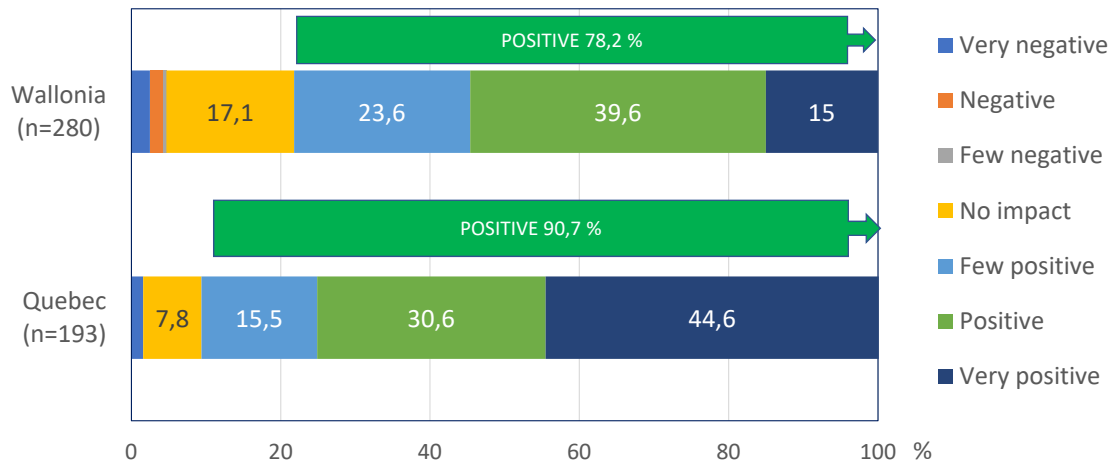


How much the PE teacher's attitude contribute ... ..  
 ... to make them autonomous active citizens ?



How much the PE activities contribute ...

... to improve students' knowledge about physical activity?



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



## Ressources

<https://www.centre4activeliving.ca/news/2017/03/rethinking-physical-activity-messages/>

<http://gamsatessaytutor.com/gamsat-essay-conclusions/>

<http://netpak.com/merci-2016/>