

BELIEFS AND EXPECTATIONS ESTABLISHED ALONG TEACHING CAREER IN PHYSICAL EDUCATION

CRENÇAS E EXPECTATIVAS CONSTITUÍDAS AO LONGO DA CARREIRA DOCENTE EM EDUCAÇÃO FÍSICA

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ABSTRACT

The purpose of this study was to analyze beliefs, perspectives and expectations established along teaching career by Physical Education teachers of the municipal public education network in the city of Porto Alegre, state of Rio Grande do Sul, Brazil. This descriptive and exploratory study counted with the participation of 64 Physical Education teachers linked to Porto Alegre's municipal education network. For data collection, a questionnaire composed of open-ended and closed-ended questions was used. Information was inserted in and categorized by the software Nvivo 7, for content analysis. Broadly speaking, the results indicate that "gender" and "time on the job" are the factors that better discriminate the beliefs and expectations of the teachers investigated. Moreover, data revealed that the beliefs center on professional and personal factors, on the content of the subject and on students, while the expectations enunciated by the teachers relate to professional satisfaction, and the perspectives result from beliefs and expectations originated along teaching career.

Key-words: Teachers. Physical education. Teaching career.

INTRODUCTION

Investigations on teaching professional socialization (CARVALHO, 1996; MONTE, 2003; VALLE, 2003; DUBAR, 2005) have revealed how teachers, during their professional development, acquire skills and knowledge to perform their job. When relating with their peers and with some elements of their craft, teachers seem to build new ways, to see changes in their trajectory and to take possession of new knowledge for teaching performance.

Nevertheless, the perspective about *being a teacher* can start before initial training. Teaching experiences in the school (as students), in sports training or in educational contexts have awoken the desire to become a teacher. This process, often called anticipatory socialization (GRABER, 1989; NASCIMENTO, 2002; VALLE, 2003), comprehends a series of experiences in which students observe behaviors of their teachers – usually of those who are their favorite ones and who stand out among the different groups of students –, the methodologies used for the development of contents and the elements that involve the teaching environment (GRABER, 1989).

Students bring to initial training courses pre-established beliefs, which may cause conflicts between what is learned and the training received in undergraduate courses (GRABER, 1989). For this reason, initial training courses need to guarantee to students an education that stimulates the development of positive perspectives and elements related to the profession, that characterize the job of a teacher (BENTO, 1993). Although it is perceivable that these factors are commanding for professionalization and teaching identification, previous journeys also demarcate future trajectories.

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As for work environment, the relationships established by teachers, enabled by the process of professional socialization, promote their personal and professional development (VALLE, 2003). In addition, such experiences impulse the constitution of beliefs, both positive and negative, that allow teachers to change their trajectories, to take over a position of political struggle towards the appreciation of the teaching career, to change their methodological teaching proposals and to exercise management positions.

Professional beliefs, expectations, perspectives and values constitute a set of factors idealized by teachers in the construction of their career. In fact, such factors interrelate and take more or less space, depending on the time on the job, specific training, gender, age group and experiences acquired along the career. However, some aspects related to personal context – such as improvement of parameters of quality of life in the work environment (BOTH; NASCIMENTO; BORGATTO, 2008), retirement (FOLLE; NASCIMENTO, 2009), relationship with peers (STROOT, 1996), family and health factors (SHIGUNOV; FARIAS; NASCIMENTO, 2002) – can be considered more as perspectives and expectations in the career than constituents of beliefs. Thus, it is presumable to mention that professional expectations and perspectives impulse professional beliefs that can be changed with the progress in the career.

In general, the beliefs evidenced in the career of Physical Education teachers have been considered as factual actions, that is, actions originated from previous events and manifested up to the moment, while expectations comprehend facts idealized by teachers in the sphere of their career, marked by elements of positive or negative character and articulated between the real and the ideal. Perspectives result from factors associated with beliefs and expectations of Physical Education teachers.

From this point-of-view, the purpose of this study was to analyze the beliefs, perspectives and expectations constituted by Physical Education teachers of Porto Alegre's municipal public education network, along their career. The analysis on what Physical Education teachers idealize in their career reveals their intentions and actions, and allows unveiling particularities of the teaching career, namely in this field of knowledge.

METHODOLOGICAL PROCEDURES

The present study is a descriptive and exploratory research. A descriptive research stands out for "[...] observing, registering, framing and correlating facts or phenomena, without manipulating them" (PICOLLI, 2006, p. 128). It also allows observing and relating evidence to theories that provide the study with support and objectivity, as well as pointing subsidizes and proposals to intervene in the environment investigated.

The participants of this investigation were Physical Education teachers working in cycle-organized schools in the city of Porto Alegre, state of Rio Grande do Sul, Brazil. The participation in the study was decided in accordance with some inclusion and exclusion criteria. Physical Education teachers who were temporarily inactive (due to leaves, professional qualification, among other reasons) were excluded. The inclusion criteria comprehended teachers with initial training in Physical Education, permanent servers of the Municipal Secretariat of Education (SMED), who worked with students and/or possessed administrative positions (managers) in schools and other teaching networks, as long as they were permanent workers of Porto Alegre's Municipal Secretariat of Education.

Out of the 64 participants of the study, 31 (48.4%) were women and 33 (51.6%) were men, aged between 27 and 63 years old (42.2% were between 40 and 49 years old). All of them took an initial training course in Physical Education, and 10 teachers also had training in the field of health and human sciences (Physiotherapy, Occupational Therapy, Speech-language Therapy, Psychology, Pedagogy, Licentiate in Sciences, Social Sciences, Bachelor's degree in Public Relations, Publicity and Advertising, Law); among all participant teachers, 45 were experts (*lato sensu* postgraduate degree). Most of them have been performing teaching roles for more than seven years (90.0%).

In the beginning, Porto Alegre' SMED was contacted and authorized the conduction of this study and the access of the researchers into the schools selected. Data were collected after the Ethics Committee on Research Involving Humans of the Federal University of Santa Catarina approved the project (088/09 FR- 249158). The participation of the Physical Education teachers was defined after they signed an informed consent form that presented details on the instructions to the subjects of the study.

For information collection, a questionnaire was applied, constituted of open-ended and closed-ended questions, constructed and validated in the context of this study. During its preparation, we have followed the guidelines of Hill and Hill (2002), which establish the norms to adopt, the systematization of the general purposes of each one of the questions, their organization and arrangement.

The process of content validation required an assessment by teachers with expertise in the area, who examined the level of adequacy of the questions and the purposes of the study, and presented some considerations regarding content and format, besides proposing the addition of questions that would be relevant to the investigation. Berends (2006, p. 632) states that it is important to subject the instrument of data collection to a "[...] review by experts, and apply it to a group that is similar to the one that is going to compose the main sample of the inquiry".

The questionnaire had two parts. The first comprehended collection of information referring to data of identification of the participants; the second one had open-ended questions, systematized from the following dimensions: professional characteristics, personal characteristics, professional socialization and professionalism.

The answers expressed in the questionnaires were registered in the software Nvivo 7, which allows for the appreciation of qualitative data. Guizzo, Krzimirski and Oliveira (2003) highlight as one of the main advantages from using this tool the capacity of grouping a diversity of information that has common points, because it enables the synthesis and organization of the results of the study.

The dimensions of the analytical matrix of the questionnaire were listed, a priori, as broader categories. The subcategories of analysis of the study referring to beliefs (student, content, elements of personal and professional nature) and perspectives (role of Physical Education, elements of personal and professional nature, and what means to be a teacher) emerged from the answers enunciated by the Physical Education teachers investigated. In turn, the categories referring to expectations (intrinsic and extrinsic) were constituted from the denomination established by Loureiro (2001), according to Chart 1. The use of the software Nvivo 7 allowed for a greater reliability in the categorization of the answers and greater safety regarding the ordination of the categories of analysis.

Categories	Subcategories	Description
Beliefs	Student	It is about the concern of teachers with the education and personal formation of students, with the knowledge acquired and with the lack of opportunity to them in society.
	Content	Refers to the performance of teachers in the development of specific contents of Physical Education.
	Personal	It lists intervenient personal factors in teaching career. The perspectives of professional formation and development, appreciation of the human being and affective questions are part of this category.
	Professional	The answers that express the appreciation of the teacher, education in general, and the process of socialization in the school environment were indexed.
Expectations	Intrinsic	Refers to individuality, to the teacher as a person.
	Extrinsic	Refers to related actors, students and society.
Perspectives	Role of Physical Education Educatonal da	The subject Physical Education: content, teaching methodologies.
	Personal	Refers to personal factors of the teaching activity.
	Professional	Refers to professional activity in the school.
	Meaning of being a teacher	Refers to the identity of Physical Education teachers in the school.

Chart1 – Summary of the categories and subcategories of analysis

Towards	Male	Female
Education	<ul style="list-style-type: none"> - Education can adapt to reality - Education is not everything, we lack health. 	<ul style="list-style-type: none"> - Education should be transforming. - Education is the basis for everything. - [...] education is the only way to provide a decent living, capable of transforming the reality we live in. - All of us can learn, school contributes to the formation of society.
Profession	<ul style="list-style-type: none"> - Inadequate appreciation. - Lack of respect for the profession. - It is not easy to be a teacher. - We get depressed. 	<ul style="list-style-type: none"> - Based on knowledge and experience, we should reinvent ourselves day-by-day [...]. - I like what I do, I try to create habits, develop skills - Continuous formation is a must - Mandatory current readings and research. - I believe in the future of the profession.
Socialization with peers	<ul style="list-style-type: none"> - I believe that the whole time I am involved with PE, registering and sharing what I do, is beneficial to its development. As a teacher, I left my practice as a suggestion wherever I go. I believe I helped in the formation of many teachers, just as I helped many students to change their way of seeing the world. 	<ul style="list-style-type: none"> - I believe I am doing a good job because of the recognition from my students and colleagues - Through affection, much can be done. - We should be always receptive to receive the other.

Chart 2–Beliefs of the Physical Education teachers by gender.

The professional character and the moral character (personal) of the teachers were analyzed in the study of Tirri, Husu and Kansanen (1999), which verified that the moral approach refers to personal appreciation, guiding the way to interact with students in order to cultivate perspectives for the future. The professional approach refers to principles that guide the pedagogical practice and the decision-making process, that is, principles of the professional posture of the teachers in their practical knowledge.

An aspect to highlight is that professional and personal beliefs are transversal in the development of the career of Physical Education teachers. They were identified as preponderant in almost all age groups, except for that of 28 years old subjects, in which there was no reference. In studies addressing teaching career, it is perceivable that teachers in the final stage of their journey and aged over 50 years old are more concerned with personal matters than with factors related to the professional context (HUBERMAN, 1995; NASCIMENTO; GRAÇA, 1998; SHIGUNOV; FARIAS; NASCIMENTO, 2002; FOLLE et al., 2009; FOLLE; NASCIMENTO, 2009). Although personal matters are longitudinal in teaching career, remaining from the beginning until the end, they have specific weights, depending on school, age, style and teaching methodology of the teacher.

Beliefs related to the content to work in the subject Physical Education concentrated on teachers aged below 29 years old and over 50 years old. Among all studies, a pronounced concern of teachers starting the career with the contents to be worked with students is verified, due to a lack of confidence and the diversity of actions that need to be met (BARONE et al., 1996; SHIGUNOV; FARIAS; NASCIMENTO, 2002). The reports of the teachers reveal that:

[Transformation happens through education, with emphasis on sports (A28).]

[Physical Education is as important as other subjects (D 3).]

[It's necessary to promote the practice of physical activity in aspects such as prophylaxis, social inclusion, holism and improvement in self-esteem (A 14).]

Teachers aged over 50 years old represent those teachers who count with more than 15 years of professional activity. Thus, it is considered that they have already

consolidated their repertoire or knowledge, and that concerns with content are no longer relevant; but an important question about content arises: does this element have not relevance for teachers of other age groups? The answer to this question can be ruled by a series of arguments (consolidation of actions, mastering of pedagogical content, etc.). Teachers aged over 50 years old indicate that these beliefs reside in the search for new experiences and new ways of teaching, becoming relevant for this age group and over the many years of teaching career.

Regarding beliefs referring to students, the teachers signalize a concern with this population when it comes to Physical Education classes. Some participants reported that students do not like the class model, do not participate as they should and, all the same, consider that the subject is easy, that it is not necessary to study to complete it (approval) and that, maybe, they even regard it as irrelevant.

When the question is about what the real practice of Physical Education in the school should be, Betti and Zuliani (2002, p. 73) assisted in the comprehension of its role as curricular component, and state that it should educate "[...] the citizen who will produce it, reproduce it and transform it, equipping it to enjoy the game, the sport, the rhythmic activities and dance, gymnastics and practices of physical fitness, for the benefit of quality of life".

On the other hand, another portion of the teachers investigated believe that their students love Physical Education classes in the context of the school, that they see them as models in the practice of physical education and as personal example. Besides, when teaching specific content of the subject, such teachers reveal that in their daily practice, they try to believe in the development of the human being, in the need students have to be treated with the same rights, that the classes should provide students with subsidizes for culture, integration and life, mediating their professional intervention by believing in the potential of their students and in the responsibility of education professionals. Thus, they believe that teachers have to adopt a posture different from the traditional model, contemplating in their practice the elements of formation inherent to the subject and to personal, social and moral formation.

Professional expectations

In this study, professional expectations were organized into two categories: extrinsic expectations, that approach factors related to students, society and profession, and intrinsic expectations, referring to the teacher's individuality as a person.

During their professional journey, teachers pass through several socializations, built by the relationship with their peers and the school community into which they are inserted (LOUREIRO, 2001). According to the reality investigated, teachers perform social roles of extreme importance, for instance, as member of the participative budget and as participant in school councils. Besides taking on additional responsibilities, they generate expectations about students, society and their profession.

The expectations of teachers are closely linked to satisfaction and professional motivation. The concern with investigating the relationship between satisfaction and dissatisfaction of Physical Education teachers in the professional intervention is quite current (SORIANO; WINTERSTEIN, 1998; FOLLE et al. 2008). When analyzing teachers' levels of satisfaction and dissatisfaction, Folle et al. (2008) identified in the population investigated that satisfaction was related to the development of pedagogical practice and to the relationship with peers, while dissatisfaction was dependent on social and economic aspects, work conditions and institutional factors.

Studies addressing the satisfaction of Physical Education teachers regarding quality of life in work environment (FARIAS et al., 2008; MOREIRA et al., 2009) reveal that, as they progress in their career, teachers feel more satisfied with their quality of life. The only factor that makes them dissatisfied during their professional journey is low remuneration (FARIAS et al., 2008).

The results obtained in the present study indicate that extrinsic expectations stand out in the development of teaching career, especially those referring to the professional

environment and are related to the appreciation of the teacher by ruling organs, to the appreciation of the subject Physical Education, to the respect for the school and municipal community, to the continuation of specific training (master's and doctoral degree), to the improvement of work and life conditions of students, and retirement.

During professional socialization teachers build different expectations about their career. The search for greater qualification, that is, the entry in postgraduate programs, leads to the idea that teachers are still satisfied with their career and intend to enhance their performance. It is worthy highlighting that some of the teachers investigated, aged 40-49 years old, with more than 13 years of activity, present expectations about specific continuous training and professional growth.

The extrinsic expectations of older teachers refer to the appreciation and improvement of the national quality of education, professional recognition and retirement. Moreover, retirement appears as a primordial expectation to teachers in the final stage of their career (FOLLE; NASCIMENTO, 2008; FOLLE et al., 2008). Usually, after retirement, teachers keep active and engaged in the profession, whether looking for better remuneration improvement, whether looking for satisfaction on the job and their expertise, thus contributing in other functions related to teaching (DAGENAIS; STEFFY; ENZ, 2000).

As for the professional training of the participants of the study, different expectations were observed between the Physical Education teachers. While teachers with *lato sensu* postgraduate (experts) present expectations both intrinsic and extrinsic, masters and doctoral students predominantly reveal extrinsic expectations.

Expert teachers, with their professional performance, expect, mainly: to develop teaching strategies for the students' learning, so that the latter can perceive education as a possibility for personal and social change; to value education as a form of humanization and construction of a better world; to guarantee a comprehensive formation to students, with contents that are relevant to their lives, from the perspective of improvement of their life condition and of the public education; to improve wage conditions; and guarantee their permanence in the teaching effectiveness. Besides the argumentations exposed, the teachers add expectations referring to qualification, dignity, appreciation, better work conditions and acquisition of competences through studies to deepen their knowledge, offered by managerial organs.

When analyzing teachers' expectations, Loureiro (2001) identified that professionalized teachers, but without bonds, were those who presented lower expectations and stimuli about teaching career. Valle (2003) describes the different expectations of teachers in their professional choice: personal, professional and conjunctural. The author mentions that professional expectations are reported more by teachers holding a degree than by those who went to high school only.

Intrinsic expectations also stood out among the group of expert teachers. They seem enthusiasts of the career and the teaching of the subject Physical Education, feel that their journey up to the moment is valid and express with satisfaction the effects of their pedagogical practice. Nevertheless, the answers of the teachers who hold a master's or a doctoral degree evidenced that they look for involvement of partnerships in their teaching activities and make a broader discussion about the profession.

The expectations related to professional questions were preponderant among male teachers. While the expectations of this group also focused on the professional context (extrinsic), the answers of female teachers centered on intrinsic and extrinsic expectations during the development of their career. Loureiro (2001, p. 118) exposes that women are the ones who evidence higher expectations in relation to the career, and states that these expectations refer to "[...] the stimulus and interest in the job, the opportunities for development and training, professional recognition and value, good work organization and structuration, and creativity and variety of their activity".

The analysis of the expectations referring to professional experience allowed identifying the prevalence of extrinsic expectations along the career of Physical Education teachers. The extrinsic expectations emerged in all ranges of the variable "years on the job", except for that

of 21 - 30 years of professional experience. Conversely, intrinsic expectations did not have, in this study, the same dimension. They appear sporadically between 8 and 37 years of activity, but with gaps between these two periods.

Figure 1 expresses the synthesis of the expectations analyzed throughout the study.

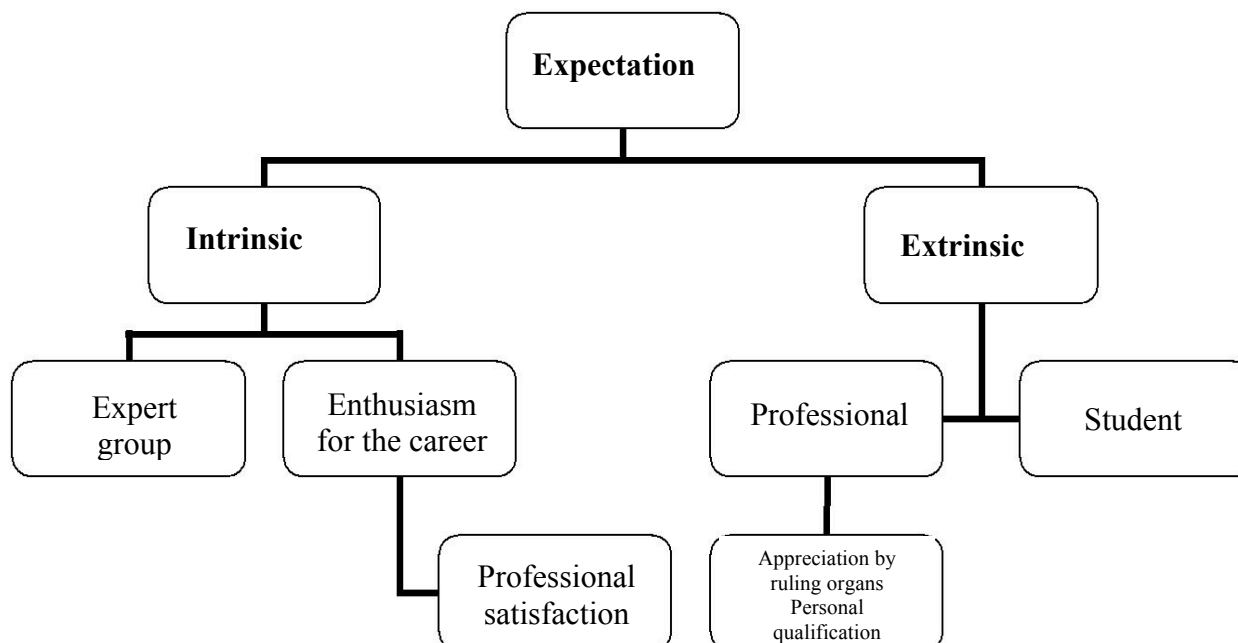


Figure 1– Synthesis of the professional expectations of the Physical Education teachers.

Perspective of the Physical Education teachers

The evidences found in the study allowed identifying that, from the beliefs and expectations constructed along teaching career, professional perspectives that mark the professional career emerged. The perspectives are understood as those factors through which teachers draft new looks and predict changes or maintenance of principles and values that follow them throughout their professional journey. The condition of being a Physical Education teacher, the professional and personal context and the role of Physical Education constituted the main categories of analysis of the perspectives of these Physical Education teachers.

The role of Physical Education acquires importance in face of the perspectives of the teachers in the development of the teaching career. The content to be worked in the subject in the school was the most outstanding factor. The purpose of diversifying content by bringing elements of dance to the learning of the students, represents one of the main perspectives for professional activity. Oliveira (1997) addresses the difficulties and uncertainties faced by teachers when they try to introduce in their pedagogical practice different methodological proposals for Physical Education teaching. The author stresses that the proposals should contemplate the contents that were historically configured in Physical Education. He elects some methodological proposals to discuss in his study, which were systematized through groups of Physical Education professionals who were looking for a new understanding of the subject and a change of paradigm.

Bold proposals for the development of contents, in the different stages of Physical Education, constitute a support for teachers, in the qualification of their pedagogical practice, and for students, in their effective learning. In this sense, there is an agreement with Oliveira (1997, p. 27) in the understanding that “To look at reality and think about what is new, boldness should overcome fear”.

The perspectives of change in the proposals of Physical Education in the school dig up the discussion on the insertion of guiding materials for pedagogical practice, besides the

student's instrumentalization with concrete material on the subject. Initiatives occur in the Brazilian reality, some ruled by the motor intelligence paradigm (KREBS, 2000), on games (FREIRE, 1999), presenting a series of sequential contents, depending on school level, age and cultural factors.

The idea of writing a didactic book for the subject Physical Education in the school context was put into perspective by some teachers investigated. The lack of sequence in the development of the contents has, somehow, hindered the learning of the students because, besides causing feelings of anguish, it has also weakened the teacher's intervention.

Batista, Rêgo and Azevedo (2008a, 2008b) prepared a didactic material to guide the pedagogical work of Physical Education teachers in Portugal. It is believed that similar proposals, developed from the cultural plurality of Brazilian students, could minimize the difficulties faced by teachers in relation to the contents, and were turned into viable alternatives to be adopted in schools.

When analyzing the perspectives of the teachers investigated regarding the variable "years on the job", the dimensions related to the role of Physical Education (content, transformations in learning, education with emphasis on sports, importance of Physical Education, among others) seem to change their meanings along teaching career, making room for the dimensions of the identity of the teacher, of the professional context and the personal context.

The dimension "being a teacher", closely related to the teacher's identity, is present in different moments of the teaching career. This leads to the belief that teachers bring with them, since their formation, the principles of teaching professionalism and that the latter are strengthened or serve as parameters for the discussion of their position before society and education managerial organs.

One of the studies that approach the impact of initial training on the construction of the identity of Physical Education teachers is the investigation of Carreiro et al. (1996), which was able to identify the influence of initial training on the identity of students. The authors point out that professional training should propose a reflexive approach, centered on critical judgment of previous experiences and on practices related to reality.

The perspectives related to personal and professional context are intensified with the progress in the career, especially after 22 years of professional activity. In this phase of the career and subsequent years, teachers manifest perspectives centered on change, continuation and permanence in the profession, or professional activity in schools at another education level/ sector, or on the expansion of the labor market out of the school context.

The data of the present research corroborate the findings in studies that have investigated the different phases, stages and cycles of teaching career (HUBERMAN, 1995; STROOT, 1996), which clarify that teachers, when closer to retirement, start to invest more in factors of personal order than in those related to the professional context. Huberman, when addressing the disinvestment phase, describes that teachers step back in their career because, from his perception, they have already reached their maximum, and there is no need to prove their knowledge anymore. Aging and some family-related issues are among the factors that often cause this change in perspective regarding career.

FURTHER CONSIDERATIONS

The conduction of this study allowed listing some factors idealized by Physical Education teachers along their career, operationalized in the investigation of the form of beliefs, expectations and perspectives. Broadly speaking, the aspects related to personal and professional context stood out in the analysis.

Professional beliefs referring to teaching career in Physical Education have presented differences by gender. While the beliefs of female teachers were centered on aspects related to professional status, in the formation of the student, in the innovation of educational proposals for improvement of the quality of teaching, the beliefs of male teachers

centered on the acquisition of professional prestige linked to improvement of wage conditions.

Professional expectations prevailed over personal expectations among the teachers participating in this study, but expectations about the teaching career and professional satisfaction can be considered as interdependent elements in Physical Education teaching. Thus, with the progress in the career, teachers create and speculate new expectations, almost all related to professional contentment and the effects from teaching, whether towards a better quality of life in the work environment, whether to ensure personal accomplishment.

An aspect highlighted in the study is that professional perspectives of the Physical Education teachers result from beliefs and expectations originated throughout teaching career. Thereby, the perspectives remained centered on pedagogical questions about Physical Education teaching, curricular proposals and questions referring to the professional identity of teachers, which, somehow, represents what has been reported by the teachers about their beliefs and expectations.

In short, Physical Education teachers, during their entire teaching career, idealize, believe and put into perspective their social and professional recognition. Although aware and knowing the difficulties to be faced along teaching trajectory, teachers desire to see the elements of teaching professionalization and professionalism all respected. In face of the scarcity of studies on this theme in the area of Physical Education, further investigations should be conducted with the participation of teachers of other Brazilian regions, to expand and deepen discussions on teaching career and identify other beliefs, expectations and professional perspectives in the school reality.

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