

BOOK OF PROCEEDINGS

II International Congress on Interdisciplinarity in Social and Human Sciences

11th - 12th May 2017



Research Centre for Spatial and Organizational Dynamics
University of Algarve
Faro, Portugal

INITIAL MOTIVATION AND PEDAGOGICAL SUPPORT TO PHYSICAL EDUCATION ACADEMICS OF UNIPAMPA-RS AS SPACES TO LEARN POSITIVELY

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ABSTRACT

Joining in Higher Education brings with it a range of new life learnings of the young academic, in any university course. Often the students are surprised positively when faced with different realities than they had previously lived, due to lack of experience. The research aimed to accompany the training process of Physical Education academics, and is characterized as a quantitative, of a cross-sectional survey, in which 100 academics of the Federal University of Pampa- UNIPAMPA, in Uruguaiana- Rio Grande do Sul- Brazil, answered the Assessment of Initial Motivation and Pedagogical Support Questionnaire (which examines factors of admission in the higher course frequented and factors of choice of the teaching profession), attending different semesters of their course. The most relevant results were: high Initial Motivation Assessment and Pedagogical Support with a mean of 26.16 points (SD = 5.36); Educational Training Model evidencing valorization of this process, average 58.85 points (SD = 7.73); Professional Results pointing to a positive perspective regarding the professional future, average 29.28 points (SD = 3.65); good Support in the Internship with an average of 49.69 points (SD = 8.75). We could contrast the results with other previous studies, this being considered smaller. It is necessary construct experiences in more realistic university spaces, provoke learning at higher and positive levels of well-being, through support for constructive practical and theoretical experiences, insertion in richer experiences in inner and outside school environments, participation in study groups and, mainly, by a better continuous professional appreciation of the Physical Education.

Keywords: Education, Physical Education, Motivation, Pedagogical Support, Well-being.

JEL Classification: I20, I23, I29, I31

1. INTRODUCTION

Taking as a starting point the (trans)formation of the student in the teacher, we can observe that the general formation is devalued, considering that the important thing is, on the one hand, the specific formation in terms of the learning of the contents that the teacher must teach to its Students and, on the other hand, the professional experience to learn strategies that allow the teacher to conduct more effectively the process of teaching content.

Throughout the course, students are required to have greater autonomy to participate in curricular and extracurricular activities, such as lectures, courses, congresses and others.

As people perceive themselves with satisfactory resources to deal with stressful factors, coupled with feelings of pleasure and joy, there are so-called "protective factors," which are basically personal health skills and abilities. Among the components of well-being are satisfaction with life and the balance of positive and negative affects, including the notion of cognitive evolution, quality of life, and affective relationships.

It is known that college students are vulnerable to a wide range of threats to their well-being. We believe that in the initial formation of the Physical Education teacher, it is important to allow cognitive conflicts so that the academic is led to reflect on the reality in which he will be inserted and, from it, to enable him to solve the problems that he will face since his formation To their practice in the labor market.

These theoretical approaches confirm our intention to investigate the context in which the teacher is inserted in pedagogical training in undergraduate courses in Physical Education, reflecting on his personal and professional side aiming to constitute references that enable new actions that promote well-being in teaching.

The debate about malaise and well-being has been passing through the time and the educational models instituted in our training schools. From this point of view, we can say that several studies on this theme, which are under development, emphasize the search for structures that contribute to the improvement in the quality of life of educational professionals.

This shows the need for studies that reveal the process faced by teachers, academics, from their formation to their actual performance in educational environments, traditional or not.

In short, as previously explained, the study seeks to deepen knowledge of the personal and professional trajectory of the student who becomes a teacher and their relationship with aspects of teacher well-being. Thus, I initially delimit the research problem for this study:

How does the process of training of Physical Education students Initial Motivation and Pedagogical Support in the construction of the good and malaise student?

2. CHARACTERIZATION OF THE STUDY

The research process should be guided by the methodology that best evidences the object under study, clarifying the central issue ventilated and allowing a precise analysis of the information collected (Minayo, 2001), in order to create a gear that guarantees a good scientific identity (Santos, 2000).

This part of the research was developed is characterized as a quantitative, cross-sectional exploratory-descriptive research, offering support for research during the undergraduate course in Physical Education plus one semester of the beginning of the professional career of those involved, raising quantitative data through information sheets and standardized questionnaires. Data analysis was performed using the statistical software SPSS, version 17.0. There is also a complementary qualitative part.

This study was successfully submitted to the Scientific Committee of PUCRS (protocol no. 192/2014), which it considered necessary to send to the Ethics Committee. Upon approval, the project is also registered in the Brazilian Platform, according to resolution 466/12, which received approval, opinion no. 808.522.

3. FIELD OF STUDY

For the research, the Federal University of Pampa, in the city of Uruguaiana-RS, was chosen for its ease of access and greater availability in scheduling with academics and being in the researcher's residence city.

4. POPULATION AND SAMPLE

All the academics enrolled in the undergraduate degree in Physical Education of the Federal University of Pampa, Uruguaiana-RS campus, were invited, which totaled 147 students to participate in the study.

The initial sample was delimited in 100 academics from different semesters who accepted to participate in the study.

5. DISCUSSION AND RESULTS

In order to evaluate this variable, we used the Initial Motivation and Pedagogical Support Questionnaire, by Jesus (1996), which is characterized by evaluating the initial motivation for the profession teacher. In terms of the motivational orientation for this profession, the author posed two questions: the first concerning the factors of entrance in the attended upper course and the second to the factors of choice of the teaching profession.

For the first question are presented six alternatives, two that show a greater initial motivation for this profession and four that express a lower initial motivation. For the author, the initial motivation for the teaching profession is all the greater since the attended upper course was, from the outset, seen as a means to concretize the project of joining this profession.

For the second question, seven alternatives are presented, four that show a greater initial motivation for the teaching profession and three that show less motivation. According to the author, the initial motivation is all the greater as intrinsic factors are the basis of the choice of this professional activity.

The items are presented in a 5-point Likert format (from 1 = none to 5 = many) and added in the sense of the highest initial motivation for the teaching profession.

When dealing with subjects such as the motivation of the Physical Education professional and its academic update are not so simple, because it is a very complex and difficult subject to study, due to its different approaches and theories that deal with the subject.

The motivation for an activity depends on the meaning each person attributes to it. It is important to take into account the existence of individual and cultural differences between people when talking about the subject (Vernon, 1973; Murray 1978; Davidoff, 1983).

In this way, we will treat it in a more comprehensive way, not only looking at an aspect but seeking the perspective of a being with a potential for realization. Thus, motivating people to develop activities is one of the basic problems in any process of teaching and learning motor, in the contexts of Physical Education (Weinberg and Gould, 2001).

In our study with Physical Education students, we obtained an overall mean of 26.16 points with a standard deviation of 5.36 points. This result falls short compared to the studies of Jesus (1996) and Sampaio (2014).

Table 1 - Average of the Initial Motivation of students of Physical Education of UNIPAMPA, according to the Sex and the Semester

		average	default error	value – p
Sex	female	26,421A	0,774	0,25
	male	25,080A	0,746	
Semester	second	27,152A	0,875	0,017
	fourth	27,292A	1,043	
	sixth	22,637B	1,227	
	eighth	25,919AB	1,222	

Source: Baez (2016)

Averages followed by the same letter do not differ statistically from each other, at the significance level of 5%, according to the LSD (Adjustment for multiple comparisons: Least Significant Difference equivalent to no adjustments) test.

In relation to the initial motivation for teaching practice, Jesus (1996) reports a study by Huberman (1989) with 160 Swiss teachers, in which 9% of the answers translated passive motivations (lack of better professional alternatives), 28% translated motivations Materials (going to the profession as a means of subsistence) and 63% translated active motivations (joining the teaching profession as the desired choice, being the contact with young people the main factor).

The motivation for the teaching profession is, therefore, one of the main factors of orientation of the professional project of the teacher, constituting the process of initial formation, one of the fundamental stages for the development of this project.

The study developed by Jesus (1996) revealed that the initial motivation has a direct and significant influence on the professional project. What can be observed with these results is that the initial motivation of the Physical Education academics of Unipampa, falls short of the studies developed here with this particular population, situated in a phase of constant doubts and diverse professional options.

The issues of regulation of Physical Education as a profession and areas, rather than health or education, have been generating some discussions. Nowadays, physical activity is gradually being valued with society as a factor of health and well-being, through sports, dance, gymnastics, recreation and also activities with a softer focus such as alternative body practices. This fact expands the range of professional activity, not restricted only to elementary and middle schools, creating, thus, a new dynamics in the labor market.

Therefore, we can affirm that in Unipampa’s Physical Education academics, the initial motivation for the teaching profession suffers a decrease in the comparison between the initial semesters of the course. This may be due to experiences and experiences on the part of the academic during the course, because the more advanced the semester in which these academics meet, the greater their prospects of insertion in the labor market.

Silva and Carneiro (2006) suggest the need for a greater number of initiatives that orient students in high school to a more informed choice of career in higher education.

Analysis of the results of the instrument that evaluates the Educational Formation Model, for the evaluation of the model of educational formation, as it was perceived by the trainees, Jesus (1996) formulated a measure, consisting of eleven items that intend to translate a relational model of formation, Taking into account the assumptions that several authors have presented to characterize this model, differentiating it from the normative model of formation.

The items are preceded by the phrase “teachers in educational subjects, considered as a whole [...]” and evaluated in a 7-point format (from 1 = totally disagree to 7 = strongly agree).

At this point we consider the training actions to be relevant, especially during the course, according to the perception of the learners, indicating the valorization of pedagogical strategies that the teacher can use. According to Moraes (1996), to innovate, to act pedagogically on new bases involves a profound change of mentality, which is difficult, especially for those who work in the educational field. Therefore, it is important to emphasize that the educational models available are of fundamental importance for academic development in a gradual and complete way.

In our study it was evidenced a valorization of this process, since it obtained an average of 58.85 points (SD = 7.73), being well superior to the study of Jesus (1996), although it is smaller than the average observed in the study of Sampaio (2014) it is important to highlight the licensee to assimilate the new knowledge, it requires time to be able to compare, to establish the connections, to understand the differences and to integrate the knowledge.

Thus, we can affirm that, as in the study of Sampaio (2014: 90):

There was success in the actions that allowed the trainees to reflect on the possible attitudes to adopt in situations of disinterest, indiscipline and school failure as students; On the presumption that the teacher has his personal style; In describing potentially effective alternatives to dealing with problematic situations in the classroom that the teacher can use.

Considering that one learns throughout life, learning becomes one’s own life. And personal decisions influence not only the individual but also the life of all mankind. That is why education is strategic. The question was: what is the purpose of education?

The objective, according to Lück (2000), is to contribute to the full realization of the human being, in which he is able to

integrate the dimensions of the “I” and the “world”, seeing in his daily problems, in a complexity of global problems solve, results for them solving them locally. It also aims to help in the renewal of society by producing new knowledge, seeking answers to solve the problems faced by various human groups.

Table 2 - Average of the Educational Training Model of Physical Education students of UNIPAMPA, according to Sex and the Semester

		average	default error	value – p
Sex	female	58,347A	1,125	0,949
	male	58,246A	1,084	
Semester	second	61,944A	1,272	0,029
	fourth	57,490B	1,516	
	sixth	57,038B	1,784	
	eighth	56,714B	1,631	

Source: Baez (2016)

Averages followed by the same letter do not differ statistically from each other, at the significance level of 5%, according to the LSD (Adjustment for multiple comparisons: Least Significant Difference equivalent to no adjustments) test.

According to data on the vocational training model, we again observed that the best means are found in the initial semesters, but it is worth noting that the general results of this variable are above the average of other studies already mentioned. What is worth mentioning is the importance of teacher trainers in this phase of academic life, because through the actions implemented by these professionals will facilitate (or not) how academics will face the obstacles of the teaching profession.

Analyzes of the results of the instrument that evaluates the Professional Results, for the evaluation of the previous professional results, in situations experienced in their early stage of the career, according to the author's questionnaire we made an adaptation, replacing the terms beginning of the career by academic stage, without The need to adapt to other issues.

It was formulated by Jesus (1996) a scale consisting of eight professional goals located within the scope of the relationship with students in the teaching-learning process, and the learner indicate the degree of success perceived in each of them, through a balance of professional experiences In their academic stage, on a 5-point scale (from 1 = unsuccessful to 5 = successful).

The training of the graduate in Physical Education, according to the National Curricular Guidelines, must be conceived, planned, operationalized and evaluated aiming at the acquisition and the development of specific skills and abilities that contemplate the perspective of health promotion in the different spheres of action of these professionals.

According to the National Council of Education (2004), the Physical Education guidelines propose the formation of a professional profile aimed at understanding the social context of individuals and communities in order to intervene professionally with their academic specialty and with the expansion of knowledge, adopt healthy habits.

Every curricular proposal aims at providing a complete and adequate training to the demands placed on the profession. However, due to the dedication and commitment of those who assign themselves the task of constructing higher education curricula, there are always elements that escape perception.

Based on these statements it is desired that the professional in Physical Education has a huge range of skills and abilities to develop their activities.

The overall results of UNIPAMPA'S Physical Education academics point to a positive perspective regarding the professional future, since despite the overall results 29.28 points (SD = 3.65), still below the 32,03 average of the Sampaio study (2014), is a little more than that of Jesus' (1996) studies, 26.93, which points to a formation that allows us to envisage a promising professional future for future professionals.

Table 3 - Average of the Professional Results of students of Physical Education of the UNIPAMPA, according to the Sex and the Semester

		average	default error	value – p
Sex	female	29,284 ^a	0,556	0813
	male	29,101 ^a	0,536	
Semester	second	29,505 ^a	0,629	0,526
	fourth	28,760 ^a	0,749	
	Sixth	28,487 ^a	0,882	
	eighth	30,017 ^a	0,806	

Source: Baez (2016)

Averages followed by the same letter do not differ statistically from each other, at the significance level of 5%, according to the LSD (Adjustment for multiple comparisons: Least Significant Difference equivalent to no adjustments) test. Here we show a concern with the future professional and the ability to reflect on one's own career because this reflection can facilitate the entry and / or permanence of the professional in the labor market. These results are showing trainers that only groundbreaking information and knowledge about the area and its target audience are no longer seen as the fundamental factors of professional development. Therefore, a permanent discussion with the reality is necessary in search of new alternatives for overcoming the teaching practice.

In order to evaluate the support provided by the traineeship supervisor (s), according to the trainee's perception, Jesus (1996) elaborated a scale consisting of twelve items, Of them a pedagogical implication deriving from the cognitivist theories of motivation that can be fulfilled by the instructor of the pedagogical stage in the cognitive-motivational support that it provides to the trainee.

The items are preceded by the sentence - The orientation that was given to me during my pedagogical stage led me to ... And evaluated according to a Likert scale of 7 points (from 1 = totally disagree to 7 = totally agree).

In the global division by semester the results presented better values in the second and fourth semesters with 52 points (DP = 8.20) and 50.32 points (DP = 7.28) respectively, but in more advanced semesters such as the sixth and eighth semesters The scores were even lower with 45.72 points (SD = 9.56) in the sixth semester and 48.55 (SD = 9.67) in the eighth semester. Semesters that already count on the supervised internship discipline.

Table 4 - Average Academic Support of students of Physical Education of UNIPAMPA, according to Sex and the Semester

		average	default error	value – p
Sex	female	47,977A	1,286	0,253
	male	50,031A	1,239	
Semester	second	52,041A	1,454	0,075
	fourth	50,003A	1,732	
	sixth	45,613A	2,040	
	eighth	48,359A	1,865	

Source: Baez (2016)

Averages followed by the same letter do not differ statistically from each other, at the significance level of 5%, according to the LSD (Adjustment for multiple comparisons: Least Significant Difference equivalent to no adjustments) test.

According to Tardif (2002), supervised internship is one of the most important stages in the academic life of undergraduate students and, following the requirements of the National Education Guidelines and Bases Law, from 2006 onwards it constitutes a proposal for Supervised internship with the objective of providing the student with the observation, research, planning, execution and evaluation of different pedagogical activities; An approximation of academic theory with classroom practice.

Thus, when analyzing the results of Physical Education students, the general results are 49.69 points (SD = 8.75), which represents a score well below the studies of Jesus (1996) and Sampaio (2014).

For Pimenta (2002), the internship is the central axis in teacher training, because it is through this that the professional knows the aspects indispensable for the formation of the construction of the identity and the day-to-day knowledge.

According to Pimenta (2002), the supervised internship becomes essential in the teacher training process, since it provides conditions for future educators, specifically for undergraduate students, a close relationship with the environment that involves the daily life of a teacher and, from this experience, academics will begin to understand themselves as future teachers, for the first time facing the challenge of living, speaking and listening, with languages and knowledge that are different from their environment, more accessible to the child.

At this point it becomes necessary to explain why, since UNIPAMPA'S Education course is characterized as a new course, it has a curriculum that, in front of many undergraduate courses in Physical Education, can be considered innovative because it allows the insertion of the academic In the school since the first semester through the Curricular Pedagogical Practices that seeks through the various disciplines developed in the academic semester to provide the real practice, ie, the accomplishment of the activities developed in the academic environment in the school environment where effectively the future professional will perform their teaching practice .

Thus, the supervised stage gives the licensee the mastery of theoretical and practical instruments essential to the performance of his duties. The purpose of this exercise is to benefit from the experience and promote the development, in the professional field, of the theoretical and practical knowledge acquired during the course in the higher education institutions, as well as, to promote, through various educational spaces, the expansion of the universe Cultural background of academics, future teachers.

6. CONCLUSIONS

Using as basis the question of research in which we seek to identify the graduates in Physical Education in the process of formation, with regard to indicators of well-being, we identified that in physical education academics the structuring of well-

being seems to constitute At the beginning of its formation process in which this academic, is structuring ways to overcome the challenges imposed by the initial training period.

We emphasize that for the construction of well-being it is necessary to construct positive university experiences and for academics in the process of formation this can be done through the valuation of practical and theoretical experiences, being they, through the insertion in the school environment, Participation in study groups and mainly for the professional appreciation of the chosen area of work.

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