Research Article

Initial Training of the Physical Education Teacher and His Performance

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Abstract

Objective: To specify the level of association between initial training and the teaching performance of the Physical Education professional in the educational centers of Metropolitan Lima in 2018. **Material and methods:** As a tool, a questionnaire constructed and validated by the author Jenny was used. E. Martínez Benites. Reliability was ensured by means of the Cronbach's alpha coefficient. The validity of the instruments was made through expert judgment. The methodology was quantitative or traditional method. The design was non-experimental correlational transactional. Research is classified as a basic type. **Results:** The results allow us to affirm that there is a good perception of the students about the teaching performance of the Physical Education professionals in the educational centers of Metropolitan Lima. **Conclusions:** It is established that initial training is not related to the professional performance of the Physical Education teacher in the educational centers of Metropolitan Lima in 2018; Furthermore, students' perception of the professional performance of the physical education teacher is very low.

Keywords: Initial training, teaching performance and Physical Education

Introduction

Physical education is a subject incorporated into the structure of national educational design. Since the 50's, 60's, 70's, 80's, 90's, and 2000, it has been considered synonymous with sports; this meaning or way of thinking in society is due to the sports journalism sector (Escribano Hervis, 2018; Belmonte, Sánchez, & Sánchez, 2019). This thought brought as a consequence that the governments of the moment in the previous years incorporated to the schools ex-sportsmen as personnel in charge of giving the classes of physical education.

This action through the time brought as consequence that the subject of physical education is considered an eminently practical course distant to the other courses that are given in the school, reason why it is had the idea that the students who excel in sports are not good in the academic performance. This idea that society has is reflected and assumed by our young people and they see themselves in the crossroads of choosing academic studies or sports, as an example we see a great percentage of our sportsmen do not have any profession. We are aware that the aim of every subject included in the structure of the curriculum is to help in the formation of a citizen who can integrate into society prepared in its different human dimensions.

This reality can be observed when observing the professional profiles of the universities trained by these professionals have not made a real study of the needs of Peruvian society. But there is a divorce between the state, university and society, while in other advanced countries like Japan, it can be observed that there is a close relationship between the university and the state through the prefectures and society represented by the educational centers where the reality of educational problems is. This is far from our reality, because, while our physical education professionals have an idea of society and are prepared with a different professional profile from other colleagues who graduated from another university than their own (Gómez & Valdés, 2019).

As a background, we first address the initial training of physical education professionals; in response, Lledó (1998) mentions that the university "does not consist so much in providing it with means but in preparing men who know how to be passionate about what they do" (p.

30). On the other hand, Fernández- and Balboa (1998) reconsider our beliefs and practices as physical education teacher trainers (university teachers).

Inasmuch as routine and lack of reflection cause us to lose the true essence in the training of students, as well as to carry out absurd and insignificant practices. The authors mention that: "Our way of teaching generates an abundance of social pathologies and contradictions in the way children (and also young people) currently learn, sacrificing human potential for an obsession with hierarchy, order, routine vigilance and the creation of a lifelong dependence on expert authority". (p. 3). Diaz (2009) points out that: "physical education teachers are perceived as having a low level of competence when using a variety of content that allows students to develop their abilities and taking into account their personal characteristics" (p. 340).

Sacristán (Sacristán, 2009; Martínez-Chairez, Guevara-Araiza, & Valles-Ornelas, 2016) indicate that the role of physical education in a concept of the person as a system open to the body, society and the environment is development and, therefore, continuous interaction with it; it leads to the need to consider what type of capacities the human being should develop so that this interaction favours the development of the individual.

Rigal (1999), for his part, notes that curriculum innovation directed at teachers from the perimeter to the center should promote a response to diversity through creative proposals that foster the integration of knowledge, attitudes, and values of the cultural manifestation of the body and of the movement and that contribute to the construction of these individual and social identities. with respect to teacher performance.

Izarra, López and Prince (2003); Tobar, Freundt, Gaete, & Lara (2020) indicate that it consists of the capacity to mediate the development of the evolutionary process between the objectives proposed in the various programs and the achievement of the same objectives as the student. Graterol (2001) points out that "the teacher will achieve his/her objectives, once he/she plans the activities to be carried out.

From the above, we can infer that it is necessary for the teacher to plan the activities in advance, to improve, stimulate and work cooperatively in order to make his or her action more flexible and to develop efficiently" (p. 27).

Spranger (1984) in this regard indicates that: "all forms of teaching hide for the educator the question: How do I put thinking knowledge into motion? And behind every educational measure in the strict sense hides this other one: How do I set thinking knowledge in motion? (p. 27). Finally, Marcano and Trestini (1998); Ayuso, Rivera, and Izquierdo (2017). point out that: "the counselor encourages activities that contribute to the formation of study habits, to the appreciation of work, and to the development of alternatives for better decision-making, promote activities that allow the student to achieve self-knowledge, provide students with attention as a person, and encourage the cultivation of values concerning the person, family, and nation" (p. 176).

The aim of the work is to specify the level of association between initial training and the performance of physical education professionals in the schools of Metropolitan Lima in 2018.

Materials and methods

The methodology used in this paper is quantitative or traditional method. The type of research is basic. As for the design, it is non-experimental transactional correlational. The information collection technique was based on surveys and a questionnaire was used as an instrument. The research is classified as cross-sectional research. The research was carried out in the educational centers of Metropolitan Lima in the year 2018. Three hundred students from educational centers where teachers work participated in the survey.

The variables "Initial training (X)" and "The performance of physical education professionals (Y)" are presented below

There is a significant relationship between initial training and the performance of physical education professionals in the schools of Metropolitan Lima 2018. The following statistical hypotheses are proposed for the process of establishing whether there is a relationship between the variables.

- H0: There is no significant relationship between initial training and the performance of physical education professionals in schools in Metropolitan Lima 2018.

- H1: There is a significant relationship between initial training and the performance of physical education professionals in schools in Metropolitan Lima 2018.

The theoretical rule for making a decision about accepting or rejecting the null hypothesis is: if the p-value (bilateral asymptotic significance) ≥ 0.05 is accepted, the Null Hypothesis (Ho) is accepted. If the p-Value < 0.05 the Alternative Hypothesis is accepted (Ha), if the $p < 0.01$ then the relationship between both variables is said to be highly significant.

The following is the scatter plot and table showing the correlation to Pearson's analysis (Figure 1)

As we can see, p=0.03< 0.05, and therefore we can say that there is an inverse relation. However, this relation is not very significant and very low, since r= -0.275, and therefore we can say that, although there is a relation with a negative index between the variables, this relation is not strong, the level of predictability between the points is minimal, and a clear relation between initial training and teacher performance cannot be established.
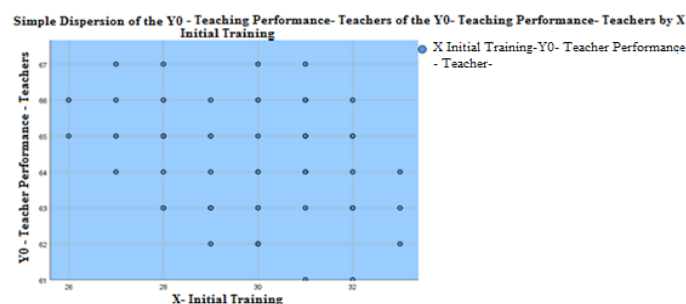

Figure 1. Scatter Diagram

Table 1. Correlation between teacher performance and initial training

Correlations		X – Initial Training	Y0 – Teaching Performance-Teachers
X - Initial Training	Pearson Correlation	1	-,275*
	Sig. (bilateral)		,033
	N	60	60
Y0 - Teaching Performance- Teachers	Pearson Correlation	-,275*	1
	Sig. (bilateral)	,033	
	N	60	60
*. The correlation is significant at the 0.05 level (bilateral).			

P-VALUE < X-VALUE; 0.033 < 0.05 / H0 = Rejected

There is a good perception among students about the teaching performance of physical education professionals in the schools of Metropolitan Lima 2018. The students' perception has been categorized (Table 2)

The box diagram shows that there are no relevant differences with respect to the teaching performance of the students; they are all very similar. However, it is necessary to have a parameter that allows for evidence of whether there are significant differences between the groups of students of the different teachers who have graduated from the four universities.

As can be seen, teacher performance as perceived by students is very low, which contradicts the hypothesis (Table 3).

As the bilateral significance coefficient is 0.0 it shows that the subgroup distributions have a non-normal shape so a non-parametric mean comparison is made (Table 4).

The non-parametric coefficient of H of Kruskal-Wallis, allows the comparison of unrelated groups (k=4), as the significance value is less than 0.05 then the null hypothesis is accepted affirming that there are no significant differences between the groups of students taught by the graduates of the different universities, on the teaching performance.

Students' perception is significantly related to the perception of their own performance by physical education professionals in the schools of Metropolitan Lima 2018. The following statistical hypotheses are proposed for the process of establishing whether there is a relationship between the variables.

H0: Students' perception is not significantly related to the perception of their own performance by physical education professionals in educational centers in Metropolitan Lima 2018.

H1: Students' perception is significantly related to the perception of their own performance by physical education professionals in educational centers in Metropolitan Lima 2018.

The theoretical rule for making decisions about accepting or rejecting the null hypothesis is: if the p-value (bilateral asymptotic significance) ≥ 0.05 the Null Hypothesis (Ho) is accepted. If the p-Value < 0.05 the Alternative Hypothesis is accepted (Ha), if the $p < 0.01$ then the relationship between both variables is said to be highly significant.

Below is the scatter plot and table showing Pearson's correlation analysis (Figure 3).

Table 2. Category of teacher performance

Category	Interval
Very unfavourable	[0; 60>
Unfavourable	[60; 80>
Media	[80; 100>
Favorable	[100; 120>
Very Favorable	[120; 140]

Table 3. Teacher Performance Category - Students

Y1 - Teaching Performance - Students					
		Frecuency	Percent	Valid percentage	Cumulative percentage
Valid	[0; 60> Very unfavourable	300	100,0	100,0	100,0

Table 4. Test of Normality

Test of normality							
	Z - University of origin	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Estadístico	gl	Sig.	Estadístico	gl	Sig.
Y1 - Teaching Performance - Students	UNMSM	,332	75	,000	,699	75	,000
	UNE	,249	75	,000	,881	75	,000
	UNFV	,248	75	,000	,870	75	,000
	UAP	,216	75	,000	,920	75	,000

a. Correction of significance of Lilliefors

Table 5. Proof of significance according to the university of origin

Test statistics [a,b]	
	Y1 - Teaching Performance - Students
H de Kruskal-Wallis	,000
gl	3
Sig. asintótic	1,000

a. Proof de Kruskal Wallis
b. Grouping variable: Z - University of origin

Table 6. Pearson's correlation analysis

Correlations			
		Y0 - Teaching Performance- Teachers	Y1 - Teaching Performance- Students
Y0 - Teaching Performance- Teachers	Pearson Correlation	1	-,009
	Sig. (bilateral)		,943
	N	60	60
Y1 - Teaching Performance- Students	Pearson Correlation	-,009	1
	Sig. (bilateral)	,943	
	N	60	60

P-VALUE < X-VALUE / 0.943 > 0.05 / H0 = Accepted

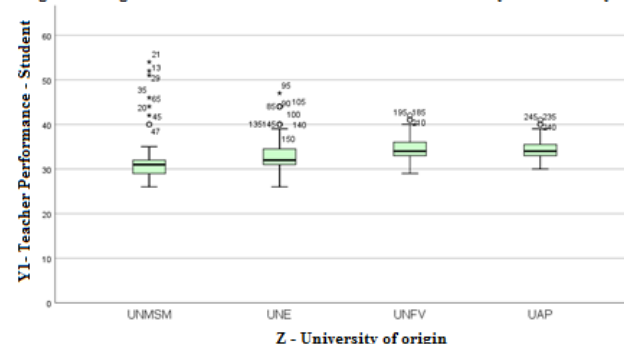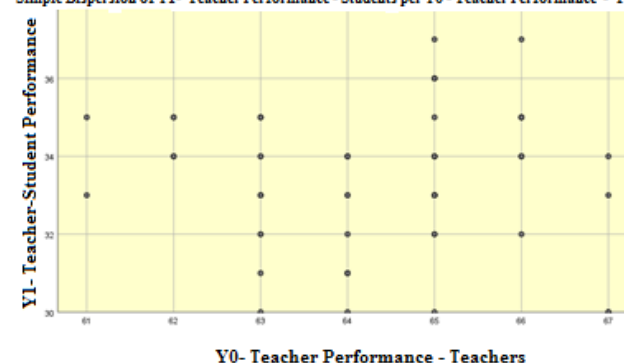Single box diagrams of the Y1 -Teacher Performance - Student by Z - University of origin

Figure 2. Box diagram

Simple Dispersion of Y1- Teacher Performance - Students per Y0 - Teacher Performance -' Teachers

Figure 3. Scatter Diagram

As can be seen, p=0.943>0.05, so it can be said that there is no relation between students' perception of teacher performance and what teachers themselves perceive as their performance.

Conclusions

- It is concluded that the correlation between the initial training of physical education professionals who graduate from training centers such as UNMSM, UNFV, UNE (Cantuta) and UAP is sought; with the variable professional performance in educational centers in metropolitan Lima.

- In view of the planning of the general hypothesis according to the interpretation of the statistical results, we can state that initial training is not related to professional performance and that there is a very low inverse correlation. We deduce that initial training is not focused on solving real problems of students in regular basic education.

- In view of the approach of subhypothesis No. 01, it is stated that students' perception of the professional performance of physical education teachers is very low. We found that students of the teachers who graduated from the four universities show that their performance is very low on average.

- In view of the specific hypothesis No. 02, it is stated that there is no relationship between students' perception of performance and the perception of the teachers themselves.

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