



PHYSICAL EDUCATION CONCEPTS OF PE-TEACHERS IN GERMANY

INTRODUCTION

What are the convictions of PE-teachers in Germany?

THEORY

The purpose of this study is to gain empirical knowledge about the ideas and beliefs of physical education teachers in Germany and can be subdivided into three main questions:

- Is promoting an active lifestyle a significant aim for PE-teachers in Germany?
- Are there certain PE-concept types in the beliefs of German PE-teachers and typical differences referring to age, gender, and type of school?

The study is theoretically based on concepts which are common in the field of German sport-didactical discussions (1,2):

- “Conservative” - motor qualification for sport.
- “Intermediate” - ability to act in sports.
- “Alternative” - movement education and body experience.

METHOD

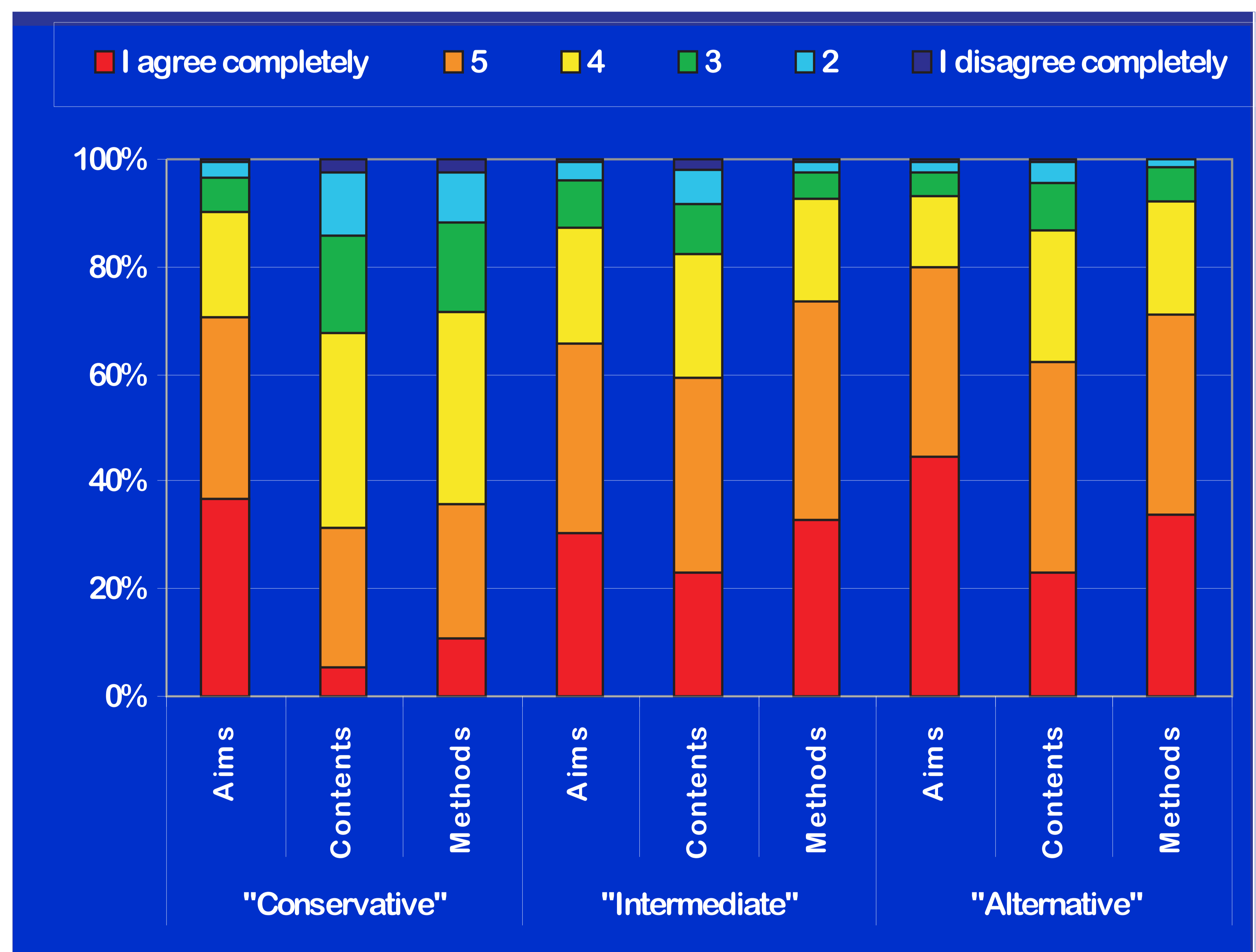
The study is conceptualized as a combination of quantitative and qualitative research methods. At first, focussed interviews (N = 10) were realized to generate items for a questionnaire complementary to our theoretical basis. After pre-testing the questionnaire (N = 75), the instrument was given in a regional study to all PE-teachers in the cities of Düsseldorf and Wuppertal. The response rate was around 40% (N = 538) and is well balanced referring to gender, age and school type.

RESULTS

The main results of the study show that the PE-teachers are convinced that:

- High aims are pursued which extends from improvement of motor ability beyond preparation to lifelong sport to forming the personality of the pupils through sport.
- Promoting an active lifestyle is common sense but just one aim among others.
- A great variety of contents should be taught - motor qualification for traditional sports is less important than the ability to act in a broader spectrum of sport and movement.
- Agreement and understanding are important points for the dialogue of teachers and pupils.

The approval ratings regarding contents and methods of the “Conservative concept” are significantly (T-test, $p < 0.001$) lesser than in the other two PE-concepts. Otherwise the aims got similar approval in all three concepts.



DISCUSSION

The ideas and beliefs of the questioned PE-teachers correspond to the curricula in the county of the study. They cannot be clearly related to the different PE-concepts. Instead the beliefs are - especially regarding the aims - a combination of quiet high demands. Further research in focussed interviews is planed and intends to find out more about the differences between aims vs. contents and methods and about social expectancy of answers. Regarding the consistent answers concerning age it has to be found out whether this is the Zeitgeist or whether the beliefs during individual biographies have changed. It would also be interesting to figure out about differences and similarities in PE-concepts as well as beliefs in other counties of Germany and countries in Europe.

REFERENCES

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- 2 Balz, E. & Neumann, P. (2005). Physical Education in Germany. U. Pühse & M. Gerber (Eds.). International Comparison of Physical Education. Concepts, Problems, Prospects (pp.292-309). Aachen: Meyer & Meyer.