
MOTIVATIONS FOR ENTERING A PHYSICAL EDUCATION TEACHER TRAINING PROGRAM IN CHILE**MOTIVAÇÕES PARA INCURSÃO EM UM CURSO SUPERIOR DE EDUCAÇÃO FÍSICA NO CHILE**María Magdalena Pereda Soza¹, Caroll Alejandra Schilling Lara¹ and Ricardo Souza de Carvalho¹¹Universidad Católica del Maule, Talca, Chile.**RESUMO**

Os programas de formação de professores de educação física no Chile têm uma grande demanda por matrículas, e a profissão é reconhecida como uma das mais atrativas para os jovens. A proposta deste estudo é conhecer os motivos que levam jovens chilenos a escolherem o programa de formação de professores de educação física em uma universidade regional, na região de Maule, Chile. A pesquisa foi sequencial mista, pois se caracterizou por uma primeira etapa, onde foram coletados e analisados dados quantitativos, seguida de outra, onde os dados qualitativos foram coletados e interpretados. Na etapa quantitativa do estudo 146 alunos (54 mulheres e 89 homens) responderam a um questionário e na etapa qualitativa 6 alunos (3 homens e 3 mulheres) participaram de uma entrevista de grupo focal. A participação anterior em esportes, o interesse relacionado ao estilo de vida fisicamente ativo e o prazer de ensinar são mostrados nos resultados. Como conclusões, os alunos optam por se matricular em um programa de ensino de educação física motivados por experiências anteriores de esportes e atividades físicas, e o desejo de ensinar valores por meio do esporte.

Palavras-chave: Educacao Física, Motivação, Educação Superior.**ABSTRACT**

Physical education teacher training programs in Chile have a high demand for enrollment and is recognized as one of the attractive professions for young people. The purpose of this study is to know the reasons that lead young Chileans to choose the physical education teacher training program at a regional university, in the Maule region, Chile. The research was a mixed sequential one, since it was characterized by a first stage, where quantitative data were collected and analyzed, followed by another, where qualitative data were collected and interpreted. At the quantitative part of the study 146 students (54 female and 89 male) answered a questionnaire, and at the qualitative part 6 students (3 men and 3 women) participated in a focus group interview. Previous participation in sport, interest related to a physically active lifestyle, and the pleasure of teaching are shown in the results. As conclusions, the students choose to enroll in a physical education teaching program motivated by previous sports and physical activity experiences, and the desire to teach values through sport.

Keywords: Physical Education, Motivation, Higher Education**Introduction**

Physical education (PE) is defined as the science and the art of helping the individual in the development (harmonious, natural, and progressive) of his movement abilities, and with them, all of his personal faculties. The term “motor behavior”¹ and “praxis”² as a “system of coordinated movements based on a result or intention”³, based on physiological, biomedical and biomechanical foundations⁴ are used to explain PE. In addition, in the Chilean context, it generates a teaching-learning process with three purposes in the curricular area, physical-motor development, recreation and the creation and of physical culture, and its contribution to the global approach to the integral development of students⁵.

Physical education teacher training programs in Chile have a high demand for enrollment and is recognized as one of the attractive professions for young people. In this country there are 69 technical careers related to the sports area, which are taught by professional institutes and technical training centers, which enroll 44% of all students, and 56% of first-year students⁶. There are 28 public and private universities that teach the career, distributed in 46 locations throughout the country. During the year 2019, those enrolled in the first year were

1,878 (1,318 males and 560 females), the total number of students who got the degree was 10,695 (3,245 females and 7,450 males). Also a total of 1,945 (583 female and 1,362 male) managed to graduate, so that it has an employability of 54.5% in the first year after graduation, and 70%, two years after graduation⁶. It should be noted that in Chile the grade enables professionals to work in gyms, educational establishments, sports clubs, municipalities, community health centers, among others, with a wide variety of spaces to develop professionally.

These training programs are aimed at maintaining health and improving the quality of life of the Chilean population, from toddlers to the elderly population, also contributing to the decrease in the rates of associated with factors risks such as sedentary lifestyle, poor nutritional habits and stress. Likewise, the physical education curriculum defines the integral formation of the human being from the regular practice of physical activity, developing motor skills and attitudes prone to fair play, leadership and self-care, giving them the possibility of a healthy and active lifestyle, associated with multiple individual and social benefits⁷. In addition, the work as PE professionals would be focused on facilitating and promoting the development of the corporeity of each student as a means of increasing their self-knowledge, and knowledge of the social and natural world⁸.

The reasons why young people choose to study PE is an area little explored from the investigative perspective. In the speeches of the incoming students, little highlight the appreciation for PE that they had in school or the interest to perform professionally in such a context. This indicates that when choosing the students of each new generation, they do not have a clear idea when opting for the bachelor's degree⁹. In a preliminary study it is pointed out that at the time of admission, students express confusion when justifying the reasons for choosing this career, the most frequent are: the taste for the practice of sports activities, the affinity with the environment of gyms and sports clubs thinking about their future professional performances. On the other hand, the supposed lower entry requirement of the program is postulated as another reason, considering the characteristics of their training plan⁹.

Another study on motivation and interests shows that these training programs have the largest number of students who choose it in the first option (70% of students), among the reasons mentioned are "I liked my specialty (34%) and "I liked teaching" (22%)¹⁰.

In this perspective, another investigation identified that the profile of the people who enter in PE training programs are related to the taste for sports, teaching and motivation for the practice of sports activities¹¹.

This study is based on the interest and the motives that arise as desires, to achieve an aspiration or goal of being PE teacher. In addition, it can be recognized that the motives for a career arise for various reasons towards a work area, occupation or profession, in most cases becoming the life profession¹⁰.

According to the above, there is an interest in knowing the reasons that lead young Chileans to choose the physical education teacher training program at a regional university, in the Maule region, Chile.

Methods

The research was a mixed sequential¹² one, since it was characterized by a first stage, where quantitative data were collected and analyzed, followed by another, where qualitative data were collected and interpreted¹³. This model was considered pertinent to understand the reality of young people in a more comprehensive way. It should be noted that this study was approved by the ethics committee of the Universidad Católica del Maule, resolution No. 202/2019.

The first data collection procedure was quantitative, descriptive-transversal¹⁴, carried out in November 2019, applying it to the total number of students who met the inclusion criteria, these were, a) enrollment by University Selection Test (PSU), b) special student athlete admission and c) inclusive access programs admission, of the 2018 and 2019 enrollees, through the direct technique¹⁵. The students belong to a regional University in south Chile, who mostly live in rural areas, and have finished high school in public or charter schools in small towns of Maule Region. In addition to the professional degree, the academic degree of Bachelor of Education is awarded with a duration of 9 semesters, in campus courses. The graduate is trained to work at different levels of the educational system (Nursery Education to Secondary Education), in addition to working with different groups (motor performance or sports training). The professional can fulfill tasks of management, organization and sports administration. During their training, the student deepens their knowledge in a mandatory mention choosing between Physical Activity and Health, Physical Activity in Nature, Physical and Sports Training, and Sports Administration and Management.

As an instrument, the adaptation of the questionnaire "Motivation towards Teaching Studies"¹⁶ was used, developed within the framework of a previous research on motivations for entering education careers carried out in three teaching courses at the Jaume I University of Castellón and the students of Special Education from the University of Valencia. This instrument was adapted to the Chilean context in a previous study "Reasons for entering the Pedagogy careers of first-year students at the University of Concepción"¹⁰. The Chilean researchers used words or expressions from the local context. Then the questionnaire adapted for the present study was called "Questionnaire motivations and interests for students of Pedagogy in Physical Education", it is made up of 20 items from the aforementioned questionnaire, ranking them according to the importance of preference, the last part, is made up of 8 questions of multiple choice. The adaptation of this questionnaire was subjected to a new phase of validation by expert judges, in the month of November and in December 2018. In this validation, the judges (all doctor in Education), review the coherence and construction of the questions, by the content validity technique¹⁷.

The questionnaire was applied to a non-probability sample made up of 146 students (54 female and 89 male) who met the inclusion criteria and signed the informed consent. The quantitative analysis was carried out through the tabulation of each item in an Excel 2016 spreadsheet and later in the statistical program SPSS 18, obtaining the respective percentages of the sample for each of the cohorts.

In the qualitative procedure, two focus groups were carried out¹⁸, 2018 entry, made up of 6 students (3 men and 3 women) and another 2019 entry, with 6 students (4 men and 2 women). The script consisted of 3 topics: a) interest in the career, b) autobiographical factors and c) physical and sporting activity, with a total of 13 questions, previously they signed the informed consent. It should be noted that in the month of October 2018, the approval of the career for the development of the research was obtained and the database of students enrolled in the 2018 and 2019 cohorts was accessed, contacting them by email and with the collaboration of academics of the physical education career. The application of the questionnaire was carried out in the month of August 2019, with those students who met the inclusion criteria. This process was carried out during class time and lasted 15 minutes. Subsequently, during the months of September and October of the year 2019, the second stage of the study was carried out, which consisted of the development of two focus groups.

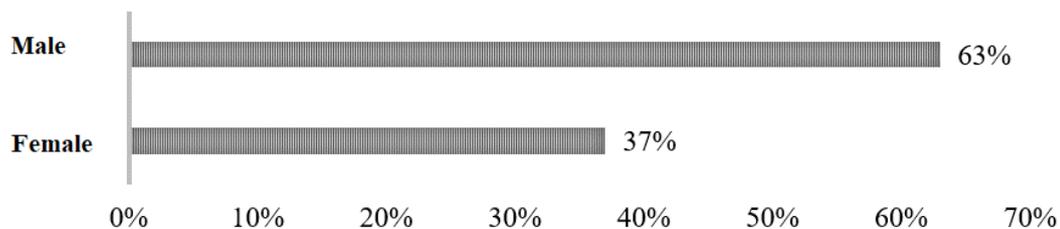
The groups had the same number of participants: the first applied in September with students from the 2018 admission, made up of 6 subjects (3 men and 3 women) and the second, applied in October with students from the 2019 admission, also made up of 6 subjects (3 men and 3 women). These groups lasted approximately 90 minutes and were fully transcribed.

For the qualitative analysis, the responsible researcher transcribed the audio files for both focus groups. The transcripts were subjected to a categorical analysis of the focus groups through open coding and axial coding, creating a first categorical tree based on the interview guide¹⁹. The main deductive categories were: (1) The teaching of sport; (2) Interpersonal relationships and social affective ties; (3) Physical education experiences as students; (4) The experiences they have had with teachers and coaches.

In the transcription, the first categorical tree was made based on the interview guide. Then the categorization was formed, through a conceptual classification by the same topic, forming a category of deductive analysis and two of inductive analysis²⁰. Subsequently, the data triangulation was carried out, with the categories of motivations, career choice and mention of the questionnaire, based on the respective qualitative analysis.

Results

The first stage of information collection was the quantitative phase with the completion of the questionnaire, for which the following was highlighted:



Graph 1. Representation of program enrollment, according to characteristics of the sample, years 2018 and 2019

Source: authors.

According to the above, it can be recognized that the predominant sex in both cohorts of the Physical Education teacher training program is male, with 63%, and a lower concentration of female students with 37%.

Table 1. Representation of students' preferences to study Physical Education Teacher Training program of the 2018 enrollment

REASONS		
1.	I like sport.	18,28%
2.	I like teaching.	14,17%
3.	I thought it would be rewarding to educate young people or young children.	13,43%
4.	I like children and / or working with them.	8,6%
5.	I wanted to help others.	8,6%
6.	I considered my sport specialty a fundamental aspect for training.	7,83%
7.	I thought it was a profession with good job opportunities.	6,71%
8.	I am a very active and restless person.	4,47%
9.	Because someone closely related to me chose this career too.	4,47%
10.	I like everything related to education.	4,47%
11.	I had good references from the program.	3,36%
12.	I could not access another career.	1,49%
13.	I thought it was a profession that takes a lot of vacations.	1,12%
14.	I wanted to get a college degree no matter which one.	1,12%
15.	To complete other studies you already had.	1,12%
16.	I thought it was an undemanding or easy career.	0,38%
17.	I was attracted to the curriculum.	0,38%

Source: authors

Table 2. Representation of students' preferences to study Physical Education Teacher training program of the 2019 enrollment

REASONS	
1. I like sport.	30,74%
2. I thought it would be rewarding to educate young people or young children.	11,82%
3. I like teaching.	11,14%
4. I like children and / or working with them.	9,45%
5. I wanted to help others.	8,44%
6. I am a very active and restless person.	7,1%
7. I had good references from the program.	3,72%
8. I could not access another career.	3,72%
9. Because someone closely related to me chose this career too.	3,72%
10. I like everything related to education.	3,38%
11. I considered my sport specialty a fundamental aspect for training.	3,37%
12. I was attracted to the curriculum.	3,05%
13. I thought it was a profession with good job opportunities.	2,02%
14. Family tradition	1,35%
15. I thought it was an undemanding or easy career.	0,35%
16. Family tradition	0,35%

Source: authors

In the second qualitative stage, the students emphasized the following:

Chart 1. Fragments of student responses related to the deductive category "Reasons to study Physical Education"

Teaching sport	Interpersonal relationships and social emotional ties	Physical education experiences as students	The experiences they have had with regard to teachers and coaches
<p>“... It was doing basketball classes for children” (E2, 2018 cohort). “I always liked teaching the girls in the workshop” (E2, cohort 2019).</p>	<p>“... Everything that my brother gave me, I want to give it to my younger brother” (E5, 2018 cohort). “For my dad, we'll see each other one day and play sports and help him with his injuries” (E5, cohort 2019).</p>	<p>“When I was a girl I suffered from bullying (...) my teacher chose some (skinny and tall)” (E4, 2018 cohort). “... They traumatized me in elementary school, they had another methodology to teach (E2, 2018 cohort).</p>	<p>“Once a teacher told me“ if you teach something true to a child, you have already achieved something important in your career ”(E3, 2018 cohort). “(...) I had many teachers in 7 and 8 grades, they were very unmotivated and it is one of the reasons why I entered the program, not to teach as they teach, to always motivate and not to demotivate” (E2, cohort 2019). “... The teachers who motivate you to come to classes and always motivate to generate a change in the societies that come” (E2, 2018 cohort).</p>

Source: authors

Chart 1 presents the category of internal and external factors that influenced the choice to study physical education, it can be seen that the subjects highlight that the fact of teaching produces a gratification due to the transcendence sense that teaching has, considering emotional and affective aspects, which implies the work of educators, having the responsibility of knowing what generates optimal affective environments for learning²¹. It is noted that the conception of teaching implies "teaching for life" recognizing that sport has a relevant role in the educational context, being a way to teach values, which favors social coexistence and develop physical and emotionally the students. With this, the notion of well-being related to feeling good in the environment in which learning takes place arises.

Another element to highlight in the preference for studying physical education are interpersonal relationships and social affective ties, that is, in one way, there is an expectation of being part of educational contexts that promote these social relationships, and on the other hand, it is considered that the career provides knowledge that can be put at the service of family well-being through physical activity and sport.

Finally, the scope of previous experiences as physical education students in school education is highlighted. Since for some it was a more discriminatory rather than inclusive experience. In the expressions of the students, it is possible to see that many were frustrated, mostly because they were overweight, feeling rejected by their teacher, since the classes presented a methodology of technicalities, demanding a motor performance that makes other qualities that students could develop. through sport. Some of the subjects mention that they had contrary experience, with teachers who motivated towards social change. For them, the experience was gratifying and constituted, an identification that leads them to become interested in the role of physical education teacher. It encourages them to seek that option as a professional life project.

Chart 2. Fragments of student responses related to the inductive category " Physical Education Teacher Training Program"

Physical Education Benefits	Physical Education taught by graduates of other programs	Social relevance of the Physical Education discipline
<p>"It is the knowledge of how the exercise is carried out, which implies adaptations, exercise precautions" (E6, cohort 2019). "It is that I have been able to get into reading and research" (E2, cohort 2019).</p>	<p>"I think they shouldn't, they don't have the knowledge to be able to teach in a more effective way, but there are some cases that these professionals fulfill the role better than a teacher of F ..." (E5, cohort 2019). "I would not like it, because he does not have the same background as me. I had to go through a process to just accept the classes, and they can basically remove the problem, but for the benefit of some student there sometimes they are better "(E6, cohort 2019).</p>	<p>"P.E. is seen only as doing sports, or as they are already going to do, and have them play "(E4, cohort 2019). "What a teacher mentioned is too much to me, that one always talks about overweight and obesity, we don't talk about anything more than that, one does more than what is intermagnetized (...) we are the first approach to what reality is (...) It is in the courtyard where what is taught is applied that goes much further than obesity and overweight (E3, 2018 cohort). "... We should be an agent of change" (E4, 2018 cohort). "... We not only help the child to develop physically but also that he is a good human being, and an integral being of good values" (E6, cohort 2019).</p>

Source: Own elaboration

Chart 2 shows the perceptions of the students regarding the Physical Education career, It is revealed that in most cases, they recognize that the benefit they have is the knowledge

obtained during the first years of the career, and the social orientation. The subjects also exposes the desire to share knowledge, emphasizing the vocation of service, which allows giving support to different age groups.

On the other hand, students think that other professional who teach Physical Education, such as, kinesiologists, physical trainers and sports technicians, have not had training as pedagogues, which is not an obstacle to work in the educational context, an inconvenience to teach classes, since they require knowledge of the pedagogical area. They mention that these professionals should take a course related to teaching. However, this situation also stresses them, since they are afraid that their job will be taken away.

Regarding the social relevance of the discipline, it is considered that there is devaluation, either due to remuneration or the type of work performed by the physical education teacher. In this regard, the subjects warn that it is a career with different options from the other pedagogy carrers. It is highlighted by the valuation of the possibilities offered by PE to change the social and school reality, therefore, to promote the agency capacity that the physical education teacher possesses. This makes us reflect on the social status of the discipline of both the school teacher and the university teacher. The teaching role of these professionals have an impact on the perception of the relevance of the teacheing career. A good physical education teacher opens up the world throught sports, social and emotionally, and a bad teacher will mark the students a negative way and they will continue with the same devalued perception of it.

Chart 3. Fragments of student responses related to the inductive category "Training process of the Pedagogy in Physical Education career"

Relationship with the training Curriculum in relation to sports discipline and physical activity	Profile of the student who is in the program in relation to their lifestyle	Professional projection
"(...) In physical activity and sports discipline I feel that I need to make my mark, both can be included in the pedagogy" (E6, 2018 cohort). "I find that they are different, but similar in their function, because it is necessary to have physical activity in the child's education, and it will be their decision to take sports discipline into account" (E4, 2018 cohort).	"I consume a lot of junk, the times are not enough to cook, and I also come home tired" (E1, cohort 2019). "... the very fact that I am living alone and because of the fact that the training sessions are at lunchtime, I do not have a good diet" (E5, 2019 cohort). "... My times are poorly organized, I don't eat breakfast, I vary a lot in general, I don't apply what I know" (E6, cohort 2019). "... In fact, I'm super healthy, I lead an active life doing sports, I go to the gym and take care of myself" (E4, cohort 2019).	"I am interested in working starting as a basis for education with young children, I want to change the mentality they have towards physical education, from their base change the mentality, in addition to creating my sports center" (E5, 2018 cohort). "Trying to contribute a grain of sand in a different way, fixing what can be pedagogy, being a teacher who preaches and practices" (E3, 2018 cohort).

Source: Own elaboration

Chart 3 presents the category of training experiences.

Regarding the lifestyles of the students in their entrance to the university, a distance with the promotion of healthy life is recognized. The distance from their communities of origin means that most of them rent in a place to live. This condition of loneliness and academic demand in their university adaptation period, leads to a disorganization of the time they require to cook, sleep, etc. They associate this new stage with an increase in the intake of junk food, a disorder of meal times and an unbalanced diet. This situation should be problematized during

their training, especially the first year, since being a theoretical-practical training program requires habits and a balanced diet, due to the demands on an intellectual and motor level. The lack of organization in some cases, for example allocating lunch time to attend their respective training, extra-curricular workshops at the university, developing practical controls of any sport discipline, has an impact on their habits and their diet, since they only resort to a collation or a snack at a non-established time, generating a consequent impact on your health.

Finally, it is appreciated that young people have a clear position regarding the positive contribution of this profession to society. In addition, the future expectation arises of starting and having its own sports center, whether it is a sports training approach, competitive or health promotion.

Discussion

In the first place, it is appreciated that the male sex prevails in the Pedagogy in Physical Education career, compared to the female sex, this can be related to the latest data from the National Health Survey 2016-2017, where men have a 83.3% lower percentage of sedentary lifestyle compared to 90.0% of the female population who do not practice sports²². Therefore, a first element for discussion is the unequal distribution by sex of the student cohorts in physical education and how this still represents a gender gap in sports practice and in the teaching of the discipline.

Regarding the motivations for entering this career, it can be recognized that there is not a single origin but, as Avendaño and González¹⁰ point out, it constitutes a multifactorial decision. Among these motivations, affective ties stand out, since students share sports experiences in their family context, and an inclination towards service, directing their actions towards collaboration and support for their peers. Therefore, the decision to enter the career is an interrelation between affections and desires, for the well-being of the family^{22, 23}. On the other hand, the motivation to teach boys and girls to practice sports²⁵ is presented, a fact that agrees with other investigations¹⁰⁻¹². They are intended to educate in values through communication processes and fostering interpersonal relationships between teachers and students. Despite the interest in teaching, the students state that they are aware of the technical focus of the career, and that their preparation is predominantly disciplinary, not pedagogical. This is related to the training approach that physical education has had in Chile and its consequent impact on the career profile and the way in which the curriculum is shaped with a sports and physical orientation, losing the pedagogical approach. On the other hand, this career taught by this house of studies, as in other universities, is based on the approval of competencies²⁴. It is noted that they are aware of the technical focus of the career, recognizing that the greatest benefit they have had is knowledge of certain areas, but at no time do they allude to pedagogy, didactics, pedagogical practices, among others. This is related to the career profile and the way in which the curricular mesh is formed, predominantly having sports and physical branches, losing the pedagogical approach. In this study, the teacher-training program has gone through different process of self-assessment, external regulations (Chilean educational laws) and accreditation, that reformulated the curriculum to a model, moving from a goal-based to a competency based paradigm²⁵. This academic project seeks to link the biomedical paradigm to the expressive motor and socio motricity paradigms in the teacher's training, attending the social demands of sports and school physical education, carrying out actions to attend the demands of a competency based curriculum. Among the actions, the putting into play of inductive disciplinary strategies, the promotion of dialogue processes oriented towards negotiation and collaboration in conflict situations, shared group reflection on social-affective issues, modeling in relation to prosocial attitudes, acquire special relevance, and the putting into play of reflective and deliberative practices²⁶.

On the other hand, it is determined that the relationship that students had with teachers during their school years is a key factor in choosing a career, whether it is a positive or negative experience, they make the person lean towards an activity. Despite the factors that favor the desire to participate in Physical Education class, there are schoolchildren who are not enthusiastic, which is attributed to different causes, such as, for example, that the teacher considered the student's biotype (tall and thin), because of this, it can be mentioned that the Physical Education subject has some peculiarities with respect to other subjects and among them is that of body movement. This, as well as the changing characteristics of the body at puberty, as well as the influence of sports on stereotypes, makes Physical Education one of the subjects where inequality can be observed the, especially in the attitude between classmates and class participation²⁷.

Likewise, they establish that a technical approach is given to the school physical education, due to the conception of the area based on a traditional technical paradigm, where the achievements of the students are measured in physical and motor performance values, devaluing aspects such as obesity, mockery of the companions, social demands, personal preferences, family, areas where you live, etc²⁸

Based on the above, the students emphasize that physical education has to have a formative approach, therefore, they hope not to repeat the pattern mentioned above, they intend to guide actions towards the promotion of values and attitudes such as respect for people and equality, favoring positive and beneficial practices of physical activity.

According to the motivations of the students, the Social Cognitive Theory of Career Development (SCCT)²⁹ is related to what they express, emerging the vocation of service and altruism, where they try to give the best of themselves to the students, without waiting Nothing in return. His only reward is to observe the development and growth in the personal, academic, work and family of his students³⁰. They have the desire to make an effort based on concern to help or contribute to others. This vocational interest was created based on their personal experiences with their relatives, teachers who have been positive references, to follow in their footsteps and leave the same mark on their students when they graduate, and teachers as negative references to generate a change and not repeat what happened to them in their school days. By the way, the representation of the Physical Education teacher and his vocation is identified, as a professional who fulfills important and necessary roles in our society, that of contributing to the education of students, teaching to value the active life and its consequences, generating transformations in society, building habits of active life and the last role played is being a guide or trainer of students²². The social responsibility of generating active and healthy life habits in the community reflects the desire to transcend in the lives of the students, proposing to generate learning that goes beyond the technical teaching of the curriculum, which responds to the need to transform our Chilean society²². On the other hand, they recognize that there is currently a "social devaluation" of Physical Education, it is not a strong discipline, it is not considered in the same category as the other subjects²⁹. In this sense, today we are faced with the challenge of what today the teacher more than ever should be a trainer, autonomous and responsible, planning and carrying out the teaching and learning processes of the curricular area, achieving a good environment of work in class, through communication, classroom interaction and resource management.

Conclusions

The motivations in the choice of a physical education teacher training programs due to the inclination for some sports discipline, physical activity lifestyle and the pleasure for teaching through sports, so there is a primary socialization with sport. Students also emphasize that it is not they are only interested in the teaching of the foundation and technique, but in the transmission of values, they feel a great gratification to be able to comply with this. In some cases the subjects had negative referents of teachers and they do not want these patterns to be repeated in the educational context. They emphasize that the teacher has a social role to generate habits of active and healthy life in the community that unfold, that is a formator of a formative approach, that goes beyond the technical teaching of the curriculum, but rather, centered on the person who learns, having as key elements emotions, democracy, critical and constructive analysis, among others. Being able to train reflective, autonomous people and with values within society.

Limitations and future research

Among the limitations of this study are the difficulties in making contact with the students of the career, considering that during this period there were various stoppages of the training process, product of the Chilean political and health scenario. Likewise, the composition of the qualitative sample, which was reduced by the conditions of access to these specific groups. As a projection of future research, the need to deepen from a longitudinal study is presented, how these vocational interests, tastes and preferences of young people, regarding the reasons for choosing the career, change over time. Regarding the implementation and development of an admission profile, it is important to study the coherence between it and the training processes offered by the career. Finally, the relevance of investigating the habits and lifestyle of young people who enter the teacher training program is recognized, since, in many of these cases, the living conditions respond to high economic precariousness and cultural capital.

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ORCID

Maria Magdalena Pereda Soza: <https://orcid.org/0000-0001-7900-9291>

Caroll Alejandra Schilling Lara: <https://orcid.org/0000-0002-9047-6306>

Ricardo Souza de Carvalho: <https://orcid.org/0000-0003-1715-9213>

Received on Jul, 05, 2021.
Reviewed on Apr, 01, 2022.
Accepted on Apr, 01, 2022.

Correspondence address: Caroll Schilling Lara, Av. San Miguel 3605, Talca, Chile; casl1975@gmail.com.