

Teachers' perceptions of difficulties when promoting physical activity in schools

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Significance

Current levels of inactivity and sedentary time in Spanish children and young people have led to the need for carrying out public health interventions that contribute to fostering healthy behaviours. Given that schools are considered suitable places for promoting physical activity (PA) (WHO, 2021) (Fig 1), governments are supporting health promoting programs. Conversely, these programs have created a source of difficulties for the teaching staff in charge of their implementation.

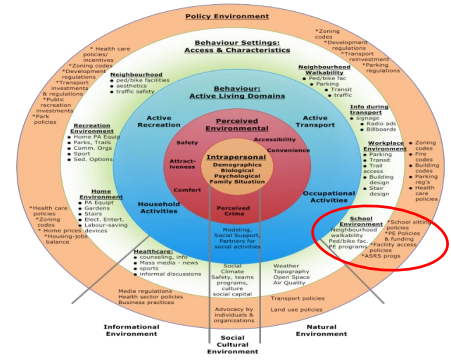


Fig 1. Ecological model for an active lifestyle (Sallis et al. 2006)

Purpose

The present study aimed to identify problems perceived by teachers responsible for carrying out health-related PA programs, supported by the Educational Authority, in Spanish Primary and Secondary schools.

Research process

189 teachers (93.1% Physical Education teachers) completed a questionnaire via Google Forms. Descriptive statistics were calculated using SPSS v. 26.

Results

Fig 2 shows the main difficulties teachers perceived when implementing health promoting programs.

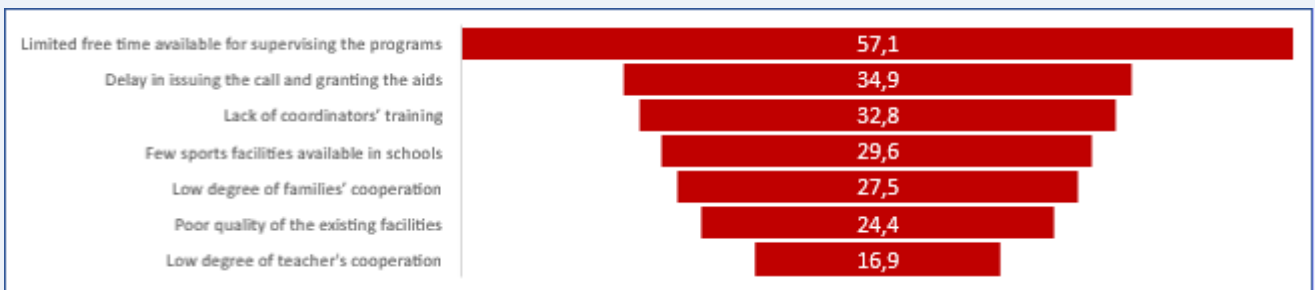


Fig 2. Difficulties perceived by teachers (%).

Conclusions

Results show the need for the educational authority to implement a range of measures to help schools, especially regarding qualified personnel, to successfully cope with promoting health-related PA programs (Gray et al., 2006). Moreover, it seems also necessary that the government reconsiders the rationale, objectives and vision of them.

Implications

By reflecting and disseminating this evidence, it is intended to move regional schools, government and policymakers through an enabling context in which the global standards and indicators for the promotion of health and active schools could be incorporated (WHO, 2020). These actions may help to make health promoting programmes meaningful, effective and sustainable.

References

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