

SOCIJALNI I PROFESIONALNI STATUS NASTAVNIKA FIZIČKOG VASPITANJA U PORTUGALU - KVALITATIVNI PRISTUP

THE SOCIO-PROFESSIONAL STATUS OF PHYSICAL EDUCATION TEACHERS IN PORTUGAL - A QUALITATIVE APPROACH

António Gomes Ferreira¹ and José António Moreira²

¹Fakultet psihologije i obrazovne nauke, Coimbra, Portugal
Faculty of Psychology and Educational Sciences, Coimbra, Portugal

²Odsjek za obrazovanje i učenje na daljinu, Porto, Portugal
Department of Education and Distance Learning, Porto, Portugal

ORIGINAL SCIENTIFIC PAPER

DOI: 10.5550/sgia.110701.en.001G (English Article)

DOI: 10.5550/sgia.110701.se.001G (Serbian Article) UDK: 371.124:796(469)

ORIGINALNI NAUČNI ČLANAK

COBISS.BH-ID: 2100504

COBISS.BH-ID: 2097176

SUMMARY

Despite some worth mentioning initiatives, Physical Education teaching in Portugal was only unveiled and recognised at a later stage by others than the ones directly involved in it. In fact, during most of the 20th century, both the subject and the teachers were clearly considered to have a peripheral status, particularly when compared to their professional peers. Considering the changes in the last decades, we found it pertinent to analyse how these teachers perceive the status that is assigned to them by teachers of other subjects, and also by their students. For the purpose of this analysis, we used a qualitative methodology in our study focused on a group of fifteen teachers with varied degrees in Physical Education, and graduated from some of the most distinguished schools in Portugal since the 1940s until the end of the 20th century. We concluded that there could be made a definition to a certain extent, regarding what the other teachers think about the status of Physical Education teachers. Some of the teachers, namely those graduated from institutes, ISEF (College of Physical Education), realise that their fellow teachers do not recognise their true value and treat them as the "poor relatives" of education. Nevertheless, there are those who perceive and recognise their value and treat them as equals. More consensual, however, seem to be their perceptions about the opinion of students and staff, as our study tends to show that Physical Education teachers feel that they assign them an identical status to that of teachers of other subjects.

Key words: physical education; teachers; socio-professional status.

SAŽETAK

Iako su postojale neke inicijative vrijedne pomena, nastava fizičkog vaspitanja je kasno bila priznata kao takva od strane onih koji nisu bili direktno uključeni u nju. Zapravo, čak i u dobrom dijelu XX vijeka, sam predmet, ali i prosvjetni radnici koji su ga predavali, doživljavani su kao neko ko ima sporednu ulogu i to posebno kada bi se poredili sa svojim kolegama koji predaju druge nastavne predmete. Uzimajući u obzir promjene u posljednjih nekoliko decenija, smatramo prikladnim analizirati činjenice: na koji način nastavnici fizičkog vaspitanja vide svoj položaj, shodno stavovima kolega i svojih učenika. Istraživanje je provedeno na grupi od 15 nastavnika fizičkog vaspitanja, koji su diplomirali na različitim smjerovima fakulteta za fizičku kulturu, u period od 40-ih godina do kraja XX vijeka, kvantitativnim metodama. Istraživanje je pokazalo da postoje različita mišljenja među nastavnicima koji predaju druge predmete, a koje se odnose na status nastavnika fizičkog vaspitanja. Neki nastavnici, koji su završili studij ISEF-a (Fakulteta za fizičku kulturu), smatraju da ih njihove kolege iz drugih predmeta ne vrednuju na pravi način i da ih, ustvari, tretiraju kao „siromašne rođake“ u oblasti obrazovanja. Pa ipak, postoje i oni koji ih vide kao ravne sebi, te ih tako i doživljavaju. Učenici, za razliku od kolega, doživljavaju svoje nastavnike fizičkog vaspitanja kao ravnopravne u poređenju sa drugim nastavnim osobljem.

Ključne riječi: fizičko vaspitanje, nastavnici, socijalni i profesionalni status