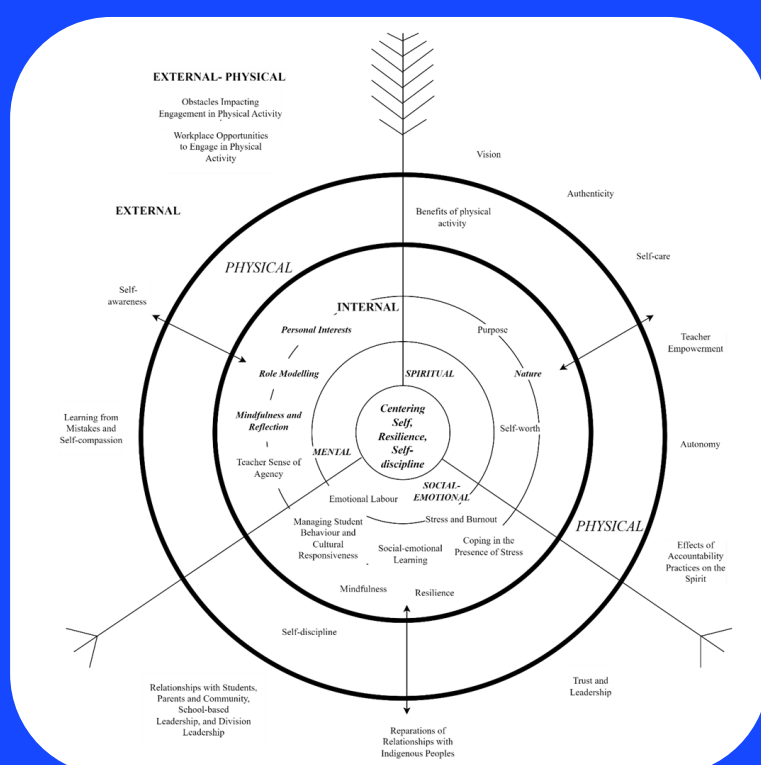


Understanding Perspectives of Teachers who Engage in Regular Physical Activity

A qualitative case study whereby the researcher sought to understand the perspectives of eight K-12 teachers in a rural school division in Canada.

Key Features of the Conceptual Framework

- Built on the holistic understanding of well-being (social-emotional, spiritual, mental, and physical)
- Both external (the individual does not have control --> role of leadership is depicted in external factors) and internal (the individual does have control)
- Physical surrounds the other domains because when enacted, it was viewed a protective shield that protected the self from external factors
- Physical activity is no longer embedded in daily living therefore had to be added back into one's life
- Centering the self, resilience, and executing self-discipline were required to remain committed to engaging in physical activity (center)
- Snowflake image represents the uniqueness as well as the fragility of one's well-being
- Relationships with Indigenous peoples was also viewed as essential and is represented in the framework as the feather at the top



Findings



These teachers found that physical activity:

- 1 Helped to mitigate the challenges of the profession
- 2 Had a positive impact on relationships
- 3 Enhanced professional competencies
- 4 Became challenging when systemic barriers impacted access

“Those are some long days and sometimes I can't even get in a 20-minute walk because you are on lunch supervision and then you go right to parent teacher interview and then by the time you get home you got to deal with your own kids. --- Participant”

Implications

- Teachers may benefit from adding physical activity into their daily routine
- School divisions and governments may consider ways in which teacher engagement in physical activity can be supported
- Student engagement may be enhanced through active role modelling of physical activity
- Promotion of physical activity may highlight the benefits for mental health rather than weight loss

“Where you are putting those demands on your body [physical activity] it's a huge release for that emotional side of things and it just helps me... to come from a perspective of calm and kind of get that out of the body instead of keep it in. --- Participant”

Reference

Eftoda, Seleste. (2020). Understanding Perspectives of Teachers who Engage in Regular Physical Activity and Implications on Teacher Wellbeing [Doctoral dissertation, University of Calgary].
<https://hdl.handle.net/1880/117164>