

Analysis of the representations of school and physical education roles in combating obesity



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Marc CLOES

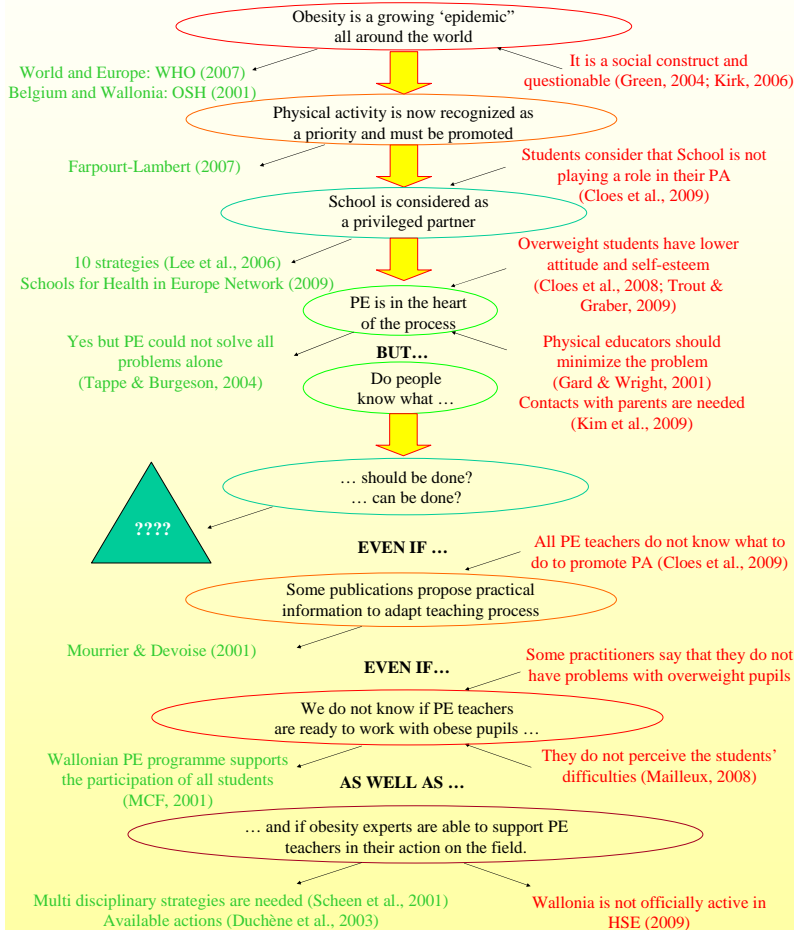


Nicolas ZIANT



Department of Sport Sciences
University of Liège (Belgium)

Statement of the problem



Goals of the study

- To identify and compare:
 - the opinions of specialists and PE teachers about the obesity crisis
 - their representations about the actions to be proposed at school
 - their representations about the role of physical education

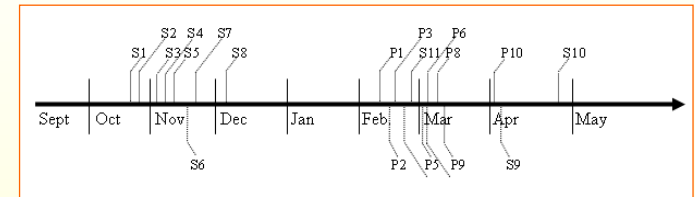
Methods

10 PE teachers
Secondary school level
5 women + 5 men

11 obesity experts
Doctors, psychologist, nutritionists, ...

Semi-structured interviews

44 minutes (experts) - 38 (teachers)
Mp3 vocal recorder + Verbatim retranscription
Content analysis → Table of synthesis (Huberman et Miles, 1991)
Intra-analyst agreement = 95.5%
Triangulation (Griffin et Templin, 1989)



Results and discussion

Knowledge and representation

- PE teachers:
 - are unable to define it and to differentiate overweight and obesity
 - contest the importance of obesity
 - do not know its origins



Only one of the PE teachers was able to describe the concept of BMI (and made an error in the formula)

"I don't believe that it becomes an epidemic. It's true that one has more often overweight students in comparison to some years ago but it is not an epidemic" (T4 ; lines 24-26)

Actions with overweight and obese students

- PE teachers:
 - are waiting information from the specialists
 - are requesting examples of practical strategies
- Specialists:
 - consider that PE teachers are more competent than them to develop specific strategies

"In the educational programs that I attended to, nobody proposed information about how to manage obesity. On Internet I didn't find examples of exercises for obese students" (T8 ; lines 159-162).

Categories	Specialists	PE Teachers
To adapt	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
To valorize	1, 2, 8, 9	7, 9
To talk with the student	1, 4, 8, 9, 10	-
To motivate	-	5, 7, 9

Role of school

- To educate to a healthy nutrition by:
 - informing students by specialists
 - helping families, applying the recommendations at school
- To promote PA but:
 - PE teachers have less ideas than specialists !!!
 - only one described existing projects (cfr Cloes et al., 2009)
 - the project supported by the Ministry of Education is not known
 - there is a lack of consistency (one-shot actions)

"I am not able to explain that problem to one class. It'd be better with more competent persons" (T2 ; lines 59-63)

Role of PE

T3 and T10 did not mention that their school received a "healthy" label

Categories	Specialists	PE Teachers
To develop a positive attitude towards sport	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
To be a place of social life	4, 8, 11	6, 8
To make students aware about hygiene	11	7
To make students aware that obesity is an illness	4, 5, 11	2, 3, 6, 9
To develop links between PA and nutrition	1, 6, 10, 11	1, 4, 7
To propose a model (=PE teacher)	-	3, 5, 6
To increase the amount of PA during the lesson	-	4, 5, 8

Conclusion

- PE teachers are not ready to contribute effectively to the fight against obesity (and sedentariness)
- There is a need of collaboration between specialists and physical educators
- It seems necessary to develop specific units focusing on how to work with obese students (pre-service and in-service programs)

- To promote existing projects that are settled by several partners is urgent
- To insist on the multidisciplinary aspects of the obesity combat (involvement of parents, schools and health sector) should be emphasized
- To combine PA and nutrition projects at school (not only one-shot activities but according a long-term vision) could be the "red wire" for the educational staff