

Emotions of Chilean physical education teachers in the context of pandemic: A case study

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Abstract

The context of the COVID-19 pandemic has had multiple consequences in formal school education, including in the subject of Physical Education. Therefore, it is considered pertinent to study them from an emotional perspective. The objective of this research was to identify, analyze and understand the emotions of physical education teachers in the context of the pandemic in Chile. A qualitative and phenomenological methodology was used. Five female teachers belonging to three types of educational establishments in the Valparaíso and Coquimbo Regions participated. The data were collected by means of unstructured questionnaires and managed virtually. The data obtained were subjected to a deductive-inductive content analysis with the help of Atlas.ti 7.5 software. The results show nine codes or emotional attributions referring to positive and negative emotions for subjective well-being. Among the emotional meanings, social inequality, teacher workload, hegemony of the intellectual sphere, teacher collaboration, pedagogical innovations and digital learning stand out. © 2022 Federacion Espanola de Docentes de Educacion Fisica. All rights reserved.

Author keywords

Distance education; Emotions; Physical education; Subjective well-being; Teachers