

Physical activity and environmental belief of primary education teachers. A correlational research

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Introduction

- Teachers' knowledge of beliefs and attitudes through emotions in an environmental behavior has been argued to be the key to successful environmental education (Pooley & O'Connor, 2000).
- In this research, environmental awareness was evaluated, which expresses the set of individual values: a) of cognitive beliefs, b) of emotional beliefs, and c) of information, on issues related to the environment and relationships were investigated against the different degrees of physical activity and different frequency of participation in outdoor physical activities of teachers and primary education teachers.
- The study aims to record the physical activity and environmental beliefs of Greek primary school teachers

Methodology

- The sample consisted of 229 Greek primary education teachers, aged from 27 to 59 years old, who work in elementary schools in Thessaly and Central Greece.
- The research used a questionnaire based on the research of Zafeiroudi and Hatzigeorgiadis (2013) and questions created by the researcher.
- Teacher participation was voluntary and the selection of schools where primary school teachers worked was random.

Research hypotheses

- H1: There is a correlation between the variables of cognitive beliefs, emotional beliefs, information on issues related to the environment, and the degree of Physical Activity of primary education teachers.
- H2: There are differences in cognitive beliefs about issues related to the environment, between teachers with different degrees of Physical Activity.
- H3: There will be differences in emotional beliefs about environmental issues between teachers with different degrees of Physical Activity.
- H4: There are differences in information on environmental issues between teachers with different degrees of Physical Activity.
- H5: There are differences in environmental awareness between teachers with different frequencies of participation in outdoor physical activities.
- H6: There are statistically significant differences in the subjects of information on environmental issues, between teachers of different genders.
- H7: There are statistically significant differences in the subjects of information on environmental issues, between teachers with different frequency of participation in outdoor recreation activities.

Results

- Cognitive beliefs had the highest correlation with affective beliefs (H1).

Results

- No statistically significant differences emerged between teachers with different degrees of physical activity (H2). no statistically significant differences emerged between the teachers with different degrees of physical activity (H3), no statistically significant differences emerged between the teachers with different degrees of physical activity (H4) and no statistically significant differences emerged between teachers with different levels of participation in outdoor physical activities (H5).
- Men have a higher level of information about climate change issues (H6) and those who often participate in outdoor leisure activities have a higher level of knowledge (H7).

Conclusion

- Zafeiroudi and Hatzigeorgiadis (2013) also found that the emotional dimension had the highest correlation with cognition. On the contrary, Mobley, Vagias and DeWard (2010) argue that the demographic characteristic of gender is not a safe measure of environmental segregation of the population
- Participation in outdoor physical activities should diligently direct the interest of teachers towards a more physically and physically active everyday life.

References

- Zafeiroudi, A. & Hatzigeorgiadis, A. (2012). Περιβαλλοντικά υπεύθυνα συμπεριφορά & άσκηση σε υπαίθρια αθλητικά κέντρα. Hellenic Journal Sport & Recreation Management, 9(1), 1-9