

Research Articles

Anticipatory socialisation and motivation in choosing a degree in Physical Education

Socialização antecipatória e motivação na escolha do curso de licenciatura em Educação Física

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Abstract

Anticipatory socialisation, the object of this study, is a process addressed in Sociology demonstrating that individuals who seek to join a certain social group have previously internalised values in common with other individuals in that group. This qualitative study investigated anticipatory sports socialisation among students of the degree course in Physical Education at Federal Rural University of Rio de Janeiro by means of semi-structured interviews of nine students regularly enrolled in the 1st, 4th and 8th terms of the Physical Education Teaching Certificate course. Of these, 77.8% believed they had been influenced in their choice of course by prior contact or experience with a sport, whether at school or elsewhere, while 22.2% cited family members or acquaintances working in the field as their main influence in choosing the course. It was concluded that anticipatory socialisation in the lives of participating students, as self-reported, was at least one motivating factor in their choice.

Keywords: choice of profession; sports; anticipatory socialisation; motivation.

Resumo

A socialização antecipatória, é uma vertente abordada na sociologia que demonstra que os indivíduos que buscam ingressar a um determinado grupo social, interiorizaram previamente valores em comum a outros indivíduos destes grupos. O objetivo do presente trabalho foi investigar a socialização antecipatória desportiva entre os alunos do Curso de Licenciatura em Educação Física da Universidade Federal Rural do Rio de Janeiro. O estudo foi conduzido por uma entrevista semiestruturada, delineando estudo qualitativo, aplicado a nove estudantes de Educação Física regularmente matriculados no 1^o, 4^o ou 8^o período. 77,8% dos entrevistados acreditam ter sido influenciados pela escolha do curso por já terem vivenciado algum contato ou experiência com algum esporte anteriormente seja na escola ou fora dela. 22,2% citam que a principal influência para a escolha do curso foi a atuação de familiares ou conhecidos profissionais da área. Concluímos que a socialização antecipatória está presente na vida dos alunos participantes de acordo com suas declarações, apresentando ao menos um fator motivacional para sua escolha.

Palavras-chave: escolha profissional; desporto; socialização antecipatória; motivação.

INTRODUCTION

Choosing a profession is a complex process involving any variety of factors, whether financial, cycle, social or behavioural. The literature does in fact address a number of motivating factors for this choice, which may be intrinsic or extrinsic (Cancian et al., 2023). The intrinsic factors relate to personal interests, values and attitudes, including vocation, as well as job satisfaction. The extrinsic factors, meanwhile, are characterised by family influence, market opportunities, financial aspirations and social environment (Silva et al., 2017). Understanding these factors

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can assist individuals in their career choices, with self-assessment and guidance tools to explore their career choices effectively in their decision-making.

Among the factors to be considered, anticipatory socialisation – which can be defined as prior exposure (before professional training) to aspects of a given professional activity – is usually a significant factor in choice of profession. In other words, anticipatory socialisation is a process by which individuals learn to internalise knowledge over the course of their experience, which later influences their choices of professional field (Gomes; Queirós; Batista, 2014). Unlike the process in which knowledge of professions tends to take shape closer to adulthood, teaching can enable this to occur starting in childhood. In the specific case of school physical education (SPE), studies have shown the importance of prior experience in forming an interest in, and later choosing, the teaching profession (Santos; Bracht; Almeida, 2009; Oliveira et al., 2016; Cardoso; Batista; Graça, 2016; Tenório, 2019; Ávila et al., 2023). In that context, some of these findings suggest that this influence occurs independently of its being considered positive or negative (Cardoso; Batista; Graça, 2016). If positive, it can inspire the future teacher and, if negative, it can produce a desire to do things differently and to innovate in physical education (PE) classes.

Anticipatory socialisation, added to the bodily experiences of the university course period, contributes significantly to forming a professional with unique characteristics and trajectory. In the specific case of PE, the experience of a variety of bodily activities, whether or not sports-related, formal or informal, in or out of school, features as a determinant in choosing the course (Tenório, 2019). Such experiences, more than isolated activities, constitute what Figueiredo (2008) and Gariglio (2011) denominated socio-corporal experiences. These are subjective and social constructs that emerge in subjects' relations with their bodies, knowledge and the spaces in which they act. They are experiences that involve senses, values, affects and exclusions and carry social markers that interact with the training process. Accordingly, they are not merely bodily experiences, but are lived and mediated socially and come to function as filters and frames of reference during professional formation and practice.

Among the various activities that make up these socio-corporal experiences, sports occupy a prominent place. Undeniably, sports have traditionally taken pride of place among the content offered in SPE classes, thus shaping imaginations as to what the field comprises. In that regard, it is reasonable to assume that many students who enter PE Teaching Certificate courses have been influenced by such exposure in earlier schooling. Moreover, practising sports is generally associated with discourse involving quality of life, health promotion and bio-psycho-social integration. These meanings contribute to sports' being socially valued and regarded as a permanent practice. As a result, such experiences tend to produce positive feelings towards PE teaching and function as a considerable motivator in choosing the profession (Lima, 2015). Tardif (2014) noted that the motivations that lead to choosing teaching are directly related to subjects' life histories and the meanings they attribute to these prior experiences, which tend to persist throughout their professional career.

In addition to sports-related experiences, non-sports bodily activities, such as dance, games, combat sports and gymnastics, can also influence the choice to study for a PE Teaching Certificate. These pursuits permit social, aesthetic, emotive and ludic experiences that expand understanding of the body and its potential for expression, which encourages students to attribute positive meanings to the teaching field in their lives. In Brazil's national common base curriculum (*Base Nacional Comum Curricular*, BNCC – Brasil, 2017), these practices are essential to forming whole subjects, because they mobilise different dimensions of knowledge and foster significant experiences through body culture.

Students' prior experiences with bodily practices, especially sports, do not occur in isolation from the history of SPE. Over time, the field has gone through different models of teaching that privilege certain contents to the detriment of others (Ghiraldelli Junior, 1998; Bracht; González, 2005; Soares, 2012; Milagres; Silva; Kowalski, 2018; Menech; Cardoso, 2021; Nunes; Lima, 2023; Pereira; Leitzke; Ilha, 2023; Leal et al., 2024). One of the most hegemonic was the sports education model, responsible for establishing sports as the main frame of reference for classes. This predominance drew criticism and tension on the part of researchers and professionals committed to a more critical, plural approach, contributing to the emergence

of alternative proposals that opposed the *status quo*. However, changes on the ground in schools are neither immediate nor linear, because they involve numerous factors, including the conceptions, trajectories and actions of teachers themselves. Accordingly, it is fundamental to understand how anticipatory socialisation takes place in PE teaching certificate students and what role sports play in that process. That is the context of this study, which investigated the anticipatory socialisation and motivation of students on the PE teaching certificate course at Federal Rural University of Rio de Janeiro.

METHODS

Research model

This exploratory, descriptive, qualitative study (Creswell, 2010) was conducted using a semi-structured interview script of open questions eliciting subjective data to be reported by the interviewees. Study data were collected between 1 May and 30 June, 2024. The study was approved by the research ethics committee of the Federal Rural University of Rio de Janeiro under protocol No. CAAE 81309623.3.0000.0311. All participants signed a declaration of free and informed consent.

Sample

A convenience sample was used, comprising nine students of both sexes over 18 years of age and regularly enrolled in the PE Teaching Certificate course at Federal Rural University of Rio de Janeiro. Study participants were aged from 20 to 25 years, a mean of 22.3 years. Three (33.3%) were female and six (66.7%), male (see Table 1). Students were considered eligible to participate in the study if their enrolment in the PE Teaching Certificate course at Federal Rural University of Rio de Janeiro was active in 2024 and they were in the 1st, 4th or 8th term. In order to obtain a balanced sample as regards course time, three students were selected from each term.

Table 1. Sociodemographic description of study participants.

Student	Age (years) / Sex	Year of entry / Term
Aline	21 / Female	2024 / 1 st
Vitor	20 / Male	2024 / 1 st
André	24 / Male	2024 / 1 st
Pedro	21 / Male	2022 / 4 th
Teresa	20 / Female	2022 / 4 th
Clarisse	23 / Female	2022 / 4 th
Tiago	24 / Male	2020 / 8 th
Matheus	23 / Male	2020 / 8 th
Henrique	25 / Male	2020 / 8 th

Note: The names used are fictitious.

Source: the author.

Data collection instrument

The Interview Script (see Chart 1) especially drafted for this study comprised nine questions, allowing participants to describe freely their earlier experiences with sports in general, at primary and secondary school or outside of school, and their respective motivations. The interview was conducted in a room of the Physical Education and Sports Department Department, where data were collected individually from each student. The interviews were recorded in audio and subsequently transcribed. Note that all data identifying the participants are confidential. Accordingly, the names used in this article are fictitious.

Chart 1. Interview script applied to the students.

Instructions / Questions
Talk about the strongest motive or motives for choosing the course in your professional career.
Do you engage in any physical activity of sport outside of class time at the university? If so, for how long have you been doing so? How much time do you devote to the activity or activities per week?
Did you participate effectively in the physical education classes in primary and secondary school? Describe the motivations for taking part effectively or not in the classes.
Do you believe you were influenced to choose the Physical Education course by having engaged in some sport at other (primary and lower and/or upper secondary) stages of school? If so, which sports did you play?
How strongly do you think the sport mentioned above influenced your choosing the Physical Education Course? (if the previous answer was Yes). If No, describe the reasons that influenced that choice.
In which required practical discipline of the Physical Education Teaching Certificate Course of Federal Rural University of Rio de Janeiro do you feel most motivated to perform? Why?
In which required practical discipline of the Physical Education Teaching Certificate Course of Federal Rural University of Rio de Janeiro do you feel least motivated to perform? Why?
Of the sports not included in the required curriculum of the Physical Education Teaching Certificate Course at Federal Rural University of Rio de Janeiro, which, in your opinion, should be included?
Is there anything else you would like to add that you have not been asked or that could complement this survey?

Note: The instructions/questions were delivered in the order shown in Chart 1.

Source: the author.

Data analysis

The data collected were analysed using the content analysis methodology proposed by Bardin (2011). This technique permits systematic and objective analysis of messages, enabling data to be categorised into main themes, thus facilitating the interpretation of results and study objectives in the chosen theoretical frame of reference. The data collected at interview were structured and passages of the answers in which anticipatory socialisation emerged were extracted, culminating in qualitative findings, which were later summarised and presented descriptively.

RESULTS AND DISCUSSION

The first question in the interview addressed the motives that led participants to choose the PE Teaching Certificate course. Four of the nine interviewees (44.4%) mentioned practicing some sport as the main motivating factor. The others reported various different influences, such as the work of PE teachers, family ties with the field or experiences with non-sport bodily activities, such as dance and weight training.

I played handball and volleyball in a project of the Paracambi municipal government and these activities encouraged me and made me certain that one day and this would be my profession [...] (Pedro).

[...] I have always practiced physical activities and I did dance, gymnastics and swimming, so it is an area that has always been present in my life [...] (Teresa).

In fact, I had already left school and started to work with basketball at a sports academy, giving classes there until 2020, when I was required to have a higher education qualification in Physical Education, and that was an incentive (Tiago).

These initial data corroborate the findings of Tenório (2019), indicating that prior experience with sports has a marked function as a mobilising factor in choosing a profession in this

field. This does not happen by chance: it reflects the position that sport occupied in the past. Although official PE discourse has advanced towards valuing a diversity of bodily experiences, it is still perceived as the predominant reference in the imaginary of many students, revealing the persistence of a traditional practical curriculum in school culture. Note that the question allowed open answers, making it possible to reconstruct freely the meanings attributed to earlier experiences, without tying this to a specific stage in schooling, which was done later.

In addition to sports, two interviewees (22.2%) mentioned that the primary influence in their choosing the course was the role of family members or acquaintances who were professionals in the field, which finds a strong echo in the literature. This type of relational influence underlines the notion of anticipatory socialisation as a process that takes place in several spheres of social life, not only in the school context. The texts demonstrate – subtly, but substantially – that the influence sometimes comes not from a family relative who is of the PE field, but from a relative who is a teacher in any field (Back et al., 2019; Ávila et al., 2023). This suggests transmission of a broader “culture of teaching”, in which the teaching profession already forms part of the individual’s everyday life and imagination.

These influences, however, are not without tensions. While the data of this study point to the family and acquaintances as positive influences, a number of studies indicate exactly the opposite: in many cases, the family acts as a force resisting the choice of PE, pressuring young people to opt for careers stereotyped as offering greater social prestige and better financial returns. Figueiredo (2008) and Cardoso, Batista and Graça (2016) find a “determinant” and “contradictory” influence in the fact that family members encourage the practice of sports in childhood, but oppose and advise against their child’s choosing a PE course.

Another significant finding was the fact that three participants indicated influence from their respective primary and lower secondary school PE teachers. They identified these teachers’ work as the main factor that motivated their choosing the teaching certificate course, adding also that they participated actively in classes. This datum dialogues with studies that highlight the potency of positive experiences in primary and secondary school in constituting the desire to follow a teaching career (Krug; Krug, 2008; Back et al., 2019; Ávila et al., 2023). Individuals can be considered to be interacting, over the whole school life, with various agents and acquiring a series of symbolic and practical influences proper to the teaching profession, in a process referred to as primary or pre-professional socialisation. On entering preliminary teacher training, they come to experience secondary socialisation, now formally in the role of student-teachers (Oliveira et al., 2016).

This influence from schooldays has to be qualified, however. It is known to exist, but is not restricted only to positive models to be followed. The literature demonstrates that negative experiences with PE teachers can also be a strong catalyst in choosing the profession. In these cases, experiencing uninteresting, exclusionary, unplanned or otherwise problematical classes arouses the “desire to work for a practice that is change-making and innovative” in the future teacher (Santos; Bracht; Almeida, 2009; Cardoso; Batista; Graça, 2016). The choice of teaching, therefore, can both be an act of inspiration, originating in good memories, and an act of resistance, motivated by the wish to offer future students a different and more significant experience.

This was found in interviewees’ responses in this study. As regards students’ participation in PE classes and the factors that did or did not motivate this participation (Question 3 in the interview script), seven students (77.8%) declared taking part effectively and two (22.2%) declared not having fully engaged in the classes. One interesting fact in the latter’s responses is that they were discouraged by their teachers’ educational conduct, as in the interview passages below:

[...] I was never one to participate and I even failed physical education in upper secondary school. However, when I entered the academy, I changed my view of the career completely. The way the subject was given and the sports in upper secondary school didn’t arouse much interest or enthusiasm in me. The teacher was very strict and the sports, too full of rules for our age. I couldn’t see the need for that [...] (Aline).

[...] Not a lot of options were given for practicing sports. We generally had football and dodgeball, which really demotivated me. The teacher's approach was no good [...] (Clarisse).

The passage from Clarisse's interview agrees with what is said by Tenório (2019) as regards PE classes in some schools that direct their efforts to enabling students to be a veritable "sports trainers", focusing on the rules and on perfecting movements, rather than on the act of playing: the famous "sports at school" rather than "sports for the school". Following the account of the student Clarisse about not being offered more diverse bodily experiences in PE classes, another four participants (44.4%) in this study confirmed the perception that the variety of class content may be a motivating factor.

[...] In my school, where the focus was very strongly directed to the Physical Education area, I played football, basketball and did judo. And I believe I was very strongly influenced by the base I had at school (Vitor).

[...] In upper secondary school, my classes were directed to only two things, dodgeball and futsal, which really discouraged me. Those who didn't know how to play were left on the bench, but at my lower secondary school, it was diversified and not repetitive. The teacher varied activities and sports well, and there was an opportunity for everyone to do something that drew their attention (Pedro).

On examining what student Pedro said, it can be seen that he managed to identify two different kinds of professional conduct: one more traditional, directed to specialisation and, as a result, exclusionary; and the other more diversified and inclusive. In that regard, the perception of his experiences, whether negative or positive, may have had a constructive impact on his education. His words can be understood to denote dissatisfaction with the traditional approach and, on the contrary, satisfaction with a more current approach. That experience may reinforce his professional profile, directing him towards more inclusive practices. This would not be as evident without the opportunity to contrast to these different experiences in SPE classes. Ávila et al. (2023) reported that this transformation of a negative experience into a renewed teaching project is quite a frequent phenomenon.

After characterising how the participants related to PE classes in primary and secondary school, the analytical focus shifted to the practice of sports as such and its ability to influence the choice of profession. In reply to the question about the possible influence that some sport played in the school environment may have had on their choice of profession, four of the nine students (44.4%) felt no influence and another five students said yes, it was an influence (55.6%). However, the accounts indicate that, when sport practiced in other settings is considered, its influence is even more evident:

[...] I started to do sports in 2018 with handball and I was at the start of upper secondary school, but outside the school environment. That sport influenced me, but it was not in school (Pedro).

I do Jiu-Jitsu. I am a third-degree white belt and I have trained for more or less a year and a half two to three times a week [...] I had started Jiu-Jitsu and intend to continue with it in my life outside the university as well (Teresa).

These and other experiences, in social projects, gyms or clubs, are central elements in anticipatory socialisation, which shapes professional identity even before entry into higher education. The strength of this external influence is reflected in the importance that students give to it. For that reason, participants were asked to give a score of 0 (zero) to 10 (ten), where 0 meant no influence and 10, total influence. Four participants did not consider themselves influenced and automatically gave a score of 0. The other five participants declared they had felt influenced by sports, indicating that these experiences were central in their trajectories, resulting in the following data: 2 interviewees declared themselves totally influenced and gave a score of 10; 2 interviewees scored 9; and one interviewee scored 6, because he felt his family had also been a major influence on his choice.

When interviewees declared, in their answer, not having been influenced by SPE, another factor arises, what seems to have been a later motivation, as mentioned by students Aline and Pedro. Aline claims to have been influenced by practicing weight training and Pedro, by handball played in a social project of the Paracambi municipal government, which brings out how socio-corporal experiences outside the school environment can be decisive. Figueiredo (2008) and Gomes, Queirós and Batista (2014) argued that this experience in gyms, clubs or projects thus becomes a powerful anticipatory socialisation mechanism, a process by which individuals build an image and nurture expectations about the future profession, and which can shape their decision as intensely as school itself or more so.

On the other hand, the sports trajectory is not the only pathway to teaching. Clarisse claimed not to have been influenced by any sport, but by “affinity for the field of knowledge” contemplated in PE, showing the existence of intrinsic and altruistic motivations (Folle; Nascimento, 2008). Back et al. (2019) and Ávila et al. (2023) argue that this choice based on a liking for the profession and a genuine desire to teach represents an access route to the career that is remote from the purely sporting identity.

The analyses above lead into a new dimension of the discussion: how students relate to bodily activities during early teacher training. When questioned about physical activities outside course class time, most of the students said they engaged in some physical activity, as can be seen in the passages below:

I play football sporadically outside the university, There is no routine (Vitor).

I do jiu-jitsu. I am a third-degree white belt and I have trained for more or less a year and a half, two to three times a week (Teresa).

[...] I've played basketball since I was a child. Three times a week, 4 hours a day (Tiago).

These passages shows the permanence and importance of the sports practiced in these undergraduates' daily lives. It is possible, however, to infer certain potential distinctions among the participants. Teresa, for instance, claims she started Jiu-jitsu approximately a year and a half ago, indicating that this experience began during her initial teacher training. Tiago, on the contrary, reported playing basketball since childhood and that he continued playing three times a week. From these differences, it can be inferred that anticipatory socialisation occurred in different manners in these two interviewees. When Teresa talked about her experiences in physical activities and in PE classes, she was referring to different physical activities, whether sporting or not, which she felt were important to her choosing the Teaching Certificate course. Tiago, meanwhile, limited his account to experiences with basketball. This student may in fact have had more experience, but these experiences seemed not to have had sufficient impact on him. These accounts may also represent, at least partly, what still happens on the ground in school. Non-sports content is usually less frequent and occupies a peripheral place on the real SPE curriculum, at odds with what has been recommended since the curricular changes (Impolcetto; Moreira, 2023).

Quantitatively, the data reveal that six of the nine participants (66.7%) engaged in some physical activity outside the university environment, which is striking, because the course is eminently practical and diversified as regards choice of sports. Three students practiced weight training and three practiced sports. Another interesting datum is that 66.7% of the interviewees who reported engaging in some physical activity devoted 6 (six) or more hours a week to these activities (Question 2 on the interview script). Only one declared not maintaining a fixed routine, but referred to football as a “sporadic” activity. In contrast, three students declared not engaging in any kind of bodily practice outside the university, which is also noteworthy.

Besides the activities outside the university, one aspect that deserves attention is the students' relationship with the disciplines of the Teaching Certificate. After all, understanding what curricular content is most motivating during the undergraduate course can throw light on the persistence of certain influences from prior to the teacher training process. For that reason, the study also investigated what practical disciplines most motivated participants during the PE Teaching Certificate course at Federal Rural University of Rio de Janeiro. In order to meet

the objectives of this study, it was relevant to correlate these responses with the earlier bodily activities reported, especially those mentioned in response to the question about sports that influenced the choice of profession, whether experienced in the school environment or in non-school settings.

When this information was cross referenced, it was found that five of the nine interviewees (55.6%) reported being more motivated by disciplines whose content they had already encountered in secondary school. When the data were expanded to consider also experiences outside school, this number rose to seven of the nine participants (77.8%). This reinforces the idea that expectations formed during anticipatory socialisation not only shaped the choice of profession, but acted as a filter for relations with disciplines and continue to direct interests and engagement during academic training, as discussed by Gomes, Queirós and Batista (2014) and Cardoso, Batista and Graça (2016).

However, early undergraduate years are not just a reflection of the past. The study also revealed that the university is an open field for discovery. Two participants (22.2%) reported having found motivation for certain modalities, such as tennis and volleyball, only after contact with these disciplines in the undergraduate course itself, indicating that the course also has the potential to create new interests and possibly to deconstruct preconceived views.

On the other hand, the absence of prior experience seems to be a decisive demotivating factor in relation to certain disciplines. The data reveal that the contents that roused most interest were dance, which appeared in three occurrences, followed by volleyball (2), basketball (1) and combat sports (1). What connects these accounts is that none of the seven participants who indicated demotivation reported having any earlier experience with the respective sport. Incidentally, it is also important that the two interviewees who did not mention disciplines they were unmotivated to take are first-term students on the course and who, accordingly, had taken only Athletics 1, the only sports discipline offered in that term, according to the curriculum timetable posted on the website of Federal Rural University of Rio de Janeiro.

This finding reinforces the argument that primary socialisation acts as a “filter” not just for motivation, but also for lack of interest and insecurity. Content that did not form part of the students’ bodily trajectory, such as dance, which is often a peripheral activity on the real school curriculum, are perceived as more inaccessible or challenging, thus attracting less engagement (Cardoso; Batista; Graça, 2016; Tenório, 2019). It is also significant that the only two students who did not point to demotivating disciplines were in the first year of the course and thus only starting to be exposed to the diversity of content, which suggests that this differentiation of interests becomes more accentuated as the curriculum advances.

Analysis regarding the disciplines that produced greater or lesser motivation revealed the importance of prior experiences in the students’ relations with components of the Teaching Certificate curriculum. Consideration of the curriculum was not limited to what it includes, however; it also extended to what it lacks. For that purpose, although not the central focus of the study, interviewees were asked to offer their opinion as to whether it would be possible to introduce new disciplines into the timetable.

Four interviewees answered No, because in their opinion the programme was complete, while all the others mentioned at least one discipline. These were kickboxing, Muay Thai and Boxing, Rugby, Adventure Sports, Sailing and American Football. This exploration was intended to detect whether these choices were in any way related to possible socialisation prior to entering the course – which, curiously, was not confirmed. Notably, none of the students who made suggestions reported any prior experience with the sports they mentioned, indicating that their interests are also shaped by an expectation that the early teacher training will accompany cultural and social changes relating to bodily activities. As Clarisse pointed out: “there is a lack of structure to practice more adventure sports, because these sports are everywhere: on country properties, recreational activities and so on. However, I know how hard it is to bring that into the school” (Clarisse).

At the close of the interview, the students were invited to add comments freely about the course or about the issues addressed that they may not have been asked about or that might complement the survey. Although this question had been intended as a possible way of

exploring in greater depth aspects of anticipatory socialisation or motivating factors already discussed, the participants feedback took another direction.

Five interviewees decided to offer a personal opinion (getting it off their chest: our emphasis) about the lack of investment in infrastructure at Physical Education and Sports Department. They also expressed concern at the value ascribed to the profession, the lack of mobility in the course curriculum timetable and some teachers' lack of focus in addressing the act of "how to teach" a given sport. Two of these students make no comment. None of the interviewees mentioned anything regarding the practice of sports, anticipatory socialisation, motivational factors or anything that might complement the survey.

Although this study was not intended to investigate the teaching certificate students' concerns about the value ascribed to teachers, it is worth considering that the concerns mentioned were largely connected with professional practice and that some may have been identified before entering the teacher training course (anticipatory socialisation). It is possible that some of the teaching certificate students may have been exposed, early in the course, to adverse information about teaching as a profession. Accordingly, it is possible to infer that teaching certificate students with information of that kind may have an eminently critical view contextualised by the challenges facing the profession today. In that connection, problems in working conditions, school infrastructure and pay are often reported among schoolteachers as being demotivating aspects of the profession (Bittencourt; Silva, 2024).

In view of the foregoing, the trajectory of future PE teachers can be seen to be a complex and multifaceted process, deeply rooted in anticipatory socialisation. The choice of this career is shaped by interwoven influences that include not only a passion for sports, but also inspiration in positive teaching models and, paradoxically, resistance to adverse school experiences. This biographical baggage does not dissipate with entry into university; on the contrary it acts as a persistent filter, directing motivation and engagement with the curriculum. Lastly, the grievances expressed with regard to the course and the uncertainties of the profession indicate that teacher training involves not only reviewing the past, but also constantly negotiating the challenges of the present and expectations as to the future of teaching.

FINAL REMARKS

As explained in the analyses in the previous section of this article, it was found that a third of the interviewees practiced at least one sport outside of class time, either as recreation or professionally, demonstrating their immersion in their chosen career. Anticipatory socialisation as motivation to perform in the career was even more evident in the overall sample. Just over half the students interviewed showed, in their responses, that sports socialisation stemmed from their primary or secondary schooling.

It was found that most of the students declared that they had chosen the career under the influence of a sport they had practiced earlier in their lives, while those others who felt motivated by some practical discipline of the PE Teaching Certificate course at the university had already had some earlier contact or experience with it, whether at school or elsewhere, demonstrating that anticipatory socialisation in sports had a direct relation to their motivation to enter the course.

From the participating students' declarations, it can thus be concluded that anticipatory socialisation was present and is latent in their lives, as at least one motivating factor in their choices as professional PE teachers. Structural and material conditions at the university, as well as the value attributed to teachers after graduation, were both evident in their accounts and apparently a source of anguish in some cases, as were the manner of teaching and the educational policies they were to apply in the future. In this regard, developing a PE Teaching Certificate course that inspires and mobilises students calls for more than just offering disciplines: it entails listening attentively to their experiences and demands and committing to critical and contextualised teacher training.

The interviewees were free to express what they thought about motivating factors and their experiences with sports, in most cases demarcating anticipatory socialisation processes. The factor reported as motivating effective participation in classes at earlier stages of schooling

related mostly to the diversity of physical activities or sports, signalling the importance of teachers' varying classes in order to captivate and encourage class participation and to establish a process of collective construction of innovations, thus affording education that is independent of surrounding social environment and adaptable to individual realities.

The methodological limitations of this study must be acknowledged, however. The study used a convenience sample of nine participants and it was thus not possible to grasp the whole extent of possible earlier experiences, which could have extended the analytical framework of the study. Also, the brevity of the responses restricted the depth of analysis. Accordingly, it follows that generalisation of the study findings must be limited. Further studies are thus suggested to increase the number of participants and the use of focal groups to permit more in-depth positioning on the issues, as well as cross-sectional studies to accompany changes in teaching certificate students' perceptions during the course. Investigation of these turning points can throw light on possible pathways towards education that is more sensitive to the heritage of sports tradition and more committed to school realities.

Nonetheless, it was found that the curriculum that values corporal culture broadly and dialectically is able not only to engage students, but also to inspire them to follow a teaching career with a more critical and creative eye sensitive to school realities. From that standpoint, SPE reassumes its fundamental formative role, not only as regards physical development, but in the constitution of autonomous, thinking subjects capable of thinking critically about what they do and why. It is in that tension between experience and education, past and future, that anticipatory socialisation is important, not as determinism that imprisons, but as a field of possibilities to be constantly widened and resignified over the course of teacher training.

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AJO: data analysis and interpretation, and text writing; ANS: field research, data analysis and interpretation, and text writing; JCL: data analysis and interpretation, and text revisions.

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