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ESSAYS

INTERVENING FACTORS IN PEDAGOGICAL PRACTICE IN PHYSICAL EDUCATION: FROM FACILITATORS TO CHALLENGES

FATORES INTERVENIENTES NA PRÁTICA PEDAGÓGICA EM EDUCAÇÃO FÍSICA: DOS FACILITADORES AOS DESAFIOS

FACTORES QUE INTERVIENEN EN LA PRÁCTICA PEDAGÓGICA EN EDUCACIÓN FÍSICA: DE FACILITADORES A DESAFÍOS

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Abstract: The aim of this study was to investigate in the literature the intervening factors, both facilitators and challenges, in the pedagogical practice of school Physical Education teachers. Facilitators are possibilities, actions, and/or dynamics that generate a perception of success, while challenges are problems, barriers, difficulties, and/or dilemmas that hinder the implementation and/or success of pedagogical practice. The sources used were electronic databases (articles), a repository of theses and dissertations, digital bibliographic collections (e-books), and physical collections (books). In the literature, the following dimensions representing the intervening factors in pedagogical practice were identified: training-related (initial and continuing education); interpersonal and social (relationships and recognition); administrative (meetings, support); structural (spaces and materials); legal and labor-related (remuneration, career path, workload); pedagogical (contents, planning, strategies, assessment, classroom management). The findings revealed, in the teachers' perception, that the facilitators were mainly related to the interpersonal, social, and structural dimensions, whereas the challenges were linked to the interpersonal, social, structural, legal, and labor dimensions.

Keywords: Teaching. School Physical Education. Schools. Intervening factors.

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1 INTRODUCTION

Pedagogical practice is understood as the everyday activity of a teacher and encompasses everything from the preparation to the execution of teaching (Cunha, 1995); that is, it has a broad structure that extends from the initial organization involving planning (objectives, contents, strategies) to the completion of the teaching-learning process, including assessment practices (Libâneo, 1994; Quina, 2009). However, for teaching actions to become pedagogical practice, they must be carried out with intentionality and materialize in the relationship between the teacher and their students (Franco, 2016).

Considering, therefore, the teaching-learning process as a constant relationship between teacher and student, the class becomes the didactic action of this process, turning into pedagogical practice when it gives meaning and direction to teaching practice (Franco, 2016). Thus, pedagogical practice takes place in mediation with the other, including and going beyond didactics in the context of relationships and social transformation (Franco, 2015).

From a broader perspective of pedagogical practice, the curricular component Physical Education is inserted in the school context and is grounded in the application of the National Education Guidelines and Bases Law (LDBEN - No. 9394/96), which states that “[...] Physical Education, integrated into the school’s pedagogical proposal, is a compulsory curricular component of Basic Education” (Brazil, 2023, p. 22). Thus, it is placed on an equal footing with other school subjects and its object of study is the body movement culture, understood as the set of cultural manifestations expressed through the body and movement (Soler, 2003).

For this integration to be effective in a meaningful way, pedagogical practice in Physical Education must be grounded in the teacher’s critical reflection, so that classes are of high quality and expand students’ education and comprehensive development, encompassing motor skills, cognitive and socio-affective aspects (Mattos; Neira, 2008). Regarding the specificity of this curricular component, it becomes relevant to research and consider teachers’ pedagogical experiences, in order to understand the meanings and significance attributed to teaching actions in different school times and spaces (Vago, 2003).

Considering that varied elements are part of pedagogical practice, among them the contents taught, the teaching strategies adopted, and the assessment procedures that permeate planning (Quina, 2009), pedagogical practice in Physical Education is seen as an even more complex process due to factors such as the diversity of teaching spaces (courts, rooms, outdoor environments), the different pedagogical approaches, the heterogeneity of students (marked by differences in age, gender, abilities, developmental levels, interests, and sociocultural contexts), and the structural conditions of schools.

Unlike other subjects, which mostly take place in enclosed environments and use didactic materials and audiovisual resources, the work of Physical Education teachers stands out for the bodily practices carried out in varied spaces. This

particularity frequently demands intense vocal effort from the teacher, in environments with inadequate acoustics, which may cause vocal strain and compromise their professional performance (Pedersen; Dragone, 2019). In addition to the intense vocal demand associated with acoustic conditions, teaching practice involves adapting to different teaching spaces, both inside and outside the institution, including sharing spaces with other teachers and requesting maintenance and cleaning of class environments (Bozoki; Bressan, 2023). Thus, it can be inferred that such conditions demand constant attention and flexibility of strategies on the part of teachers to ensure the organization, participation, and safety of students.

Considering these practical demands, Physical Education also faces challenges regarding its recognition, often being perceived as less relevant in the school context and associated with leisure, to the detriment of its educational and formative role (Araújo *et al.*, 2023). However, understanding the importance of this curricular component is fundamental to recognize the unique role of the teacher of this subject and to foster strategies that value their work as an essential element in the students' comprehensive education (Darido; Souza Júnior, 2013).

Thus, since pedagogical practice in school Physical Education is often distinct from the practice carried out by teachers in other areas of knowledge, it becomes increasingly relevant to understand, through theoretical and empirical studies, the intervening factors that present themselves, in the perception of the teachers themselves, as facilitators or as challenges to its implementation and/or success. In this way, it is evident that the complexity of the factors that interfere with pedagogical practice in this area of knowledge manifests itself in different ways around the world.

In countries such as Finland (Salin; Huhtiniemi, 2016), Canada (Thomson; Robertson, 2014), and Spain (Arenas *et al.*, 2024), for example, Physical Education is viewed positively, widely integrated into a curriculum focused on the development of motor skills and health-related aspects, and, according to teachers' perception, features adequate infrastructure for pedagogical work. In Brazil (Krug *et al.*, 2019; Krug, 2019; Storlaski *et al.*, 2019; Toroni; Galvão, 2019; Fernandes, 2021; Bozoki; Bressan, 2023), on the other hand, challenges such as the precariousness of physical spaces, the lack of materials, and student behavior, for the most part, negatively impact the pedagogical practice of teachers.

In this scenario, understanding the factors that interfere with pedagogical practice in Physical Education, especially in the Brazilian reality, allows, initially, the systematized dissemination of the scenario perceived by teachers regarding the topic in question. Subsequently, it enables the presentation of actions and proposals that can minimize the challenges faced by this class and enhance the facilitators that contribute to a successful pedagogical practice, which, consequently, reverberates in the quality of Basic Education offered.

The factors that facilitate pedagogical practice, according to Krug (2019), are defined as elements that lead to the absence of difficulties, while challenges are seen as obstacles that harm or hinder its development. Based on the relevance of understanding these aspects, the objective of this essay is to investigate, in the

literature, the intervening factors that facilitate or hinder the pedagogical practice as perceived by school Physical Education teachers.

The study is characterized as a theoretical essay; therefore, it must present, reflect on, and argue about the theme investigated, grounded in the literature by authors who have written on the subject (Meneghetti, 2011). The theoretical essay must necessarily contain, if not a theory itself, at least some ideas that express originality and creativity. Thus, the theoretical essay does not follow a methodology, but allows work on what is individual and specific, attributing to these elements — which include theoretical grounding, originality, methodological freedom, and subjectivity — an importance that engages the mind and captivates the reader (Bortero, 2011). The sources used to support it were obtained through various research tools and strategies:

– Exploratory search in databases: Web of Science, Scopus, SportDiscuss, Eric Education, Scielo, and Lilacs. Since few studies were found, the search was expanded to Google Scholar. Theses and Dissertations Databases (IBICT and CAPES) were also consulted, in addition to the digital and physical collections of the University Library and the authors' personal collections (theses, dissertations, books, chapters).
– Use of descriptors related to: facilitators, potentiators; challenges, barriers, difficulties, obstacles; pedagogical practice; teaching; school Physical Education. The terms were used in combinations and in Portuguese, English, and Spanish.
– Study participants: Physical Education teachers working in Basic Education schools (stages and modalities of teaching).
– Temporal scope: although no time frame was applied to the searches, it should be noted that the studies analyzed were published from 2005 to 2025.
– From the works initially tracked and selected, the bibliographic references of the texts found were also examined, in order to identify other productions relevant to the theme and the proposal presented.

Thus, studies that presented information and discussions about factors that interfere in a way that facilitates or hinders the pedagogical work of teachers of this curricular component in Basic Education were incorporated into this essay. In addition, to meet the objective of this study, the essay is divided into two topics: 'Pedagogical practice: concepts and implications' and 'Intervening factors: what facilitates or hinders pedagogical practice?' Based on the literature presented in these topics, we sought to highlight a theoretical proposal, listing dimensions for the factors that interfere in a way that facilitates or hinders pedagogical practice in Physical Education.

2 PEDAGOGICAL PRACTICE: CONCEPTS AND IMPLICATIONS

This topic will present a contextualization of pedagogical practice in the school environment, based on theoretical references on the phenomenon investigated (Chart 1).

Chart 1 - Theoretical framework for contextualizing pedagogical practice

Pedagogical Practice		
Author	**Year**	**Definitions**
Libâneo	1994	From the organization to the completion of the teaching process
Cunha	1995	Preparation and execution of teaching
Soler	2003	Activities carried out by the teacher in their routine (preparation, organization and execution of classes, meetings, training)
Quina	2009	From the organization to the assessment of the teaching-learning process
Franco	2016	Intentionality with actions that make the intentions feasible

Source: Prepared for the study (2026).

Pedagogical practice is realized when there is intentionality and actions are taken to give meaning to those intentions. It is a practice exercised with purpose, monitoring, critical evaluation, reflection, and social responsibility, aiming to bring pedagogical processes to fruition (Franco, 2016). It includes everything from planning to the completion of the student's learning (Libâneo, 1994; Quina, 2009), transcending it and encompassing the processes that contribute to a comprehensive education (Franco, 2016).

This practice is richer when the teacher, in addition to intentions, has clearly defined actions that will enable the proposed objectives to be achieved and systematizes a pedagogical sequence consistent with the context in which the school and the students are inserted (Franco, 2015, 2016). This reinforces the importance of teachers constantly reflecting on their performance, so as to attribute relevance to their pedagogical practice, which, in turn, contributes to the strengthening of Physical Education in the school environment.

It is at school, in the teacher’s daily work, that pedagogical practice is built. It is a process that encompasses all activities carried out by the teacher and their entire routine, beyond the preparation, organization, and execution of classes, such as participation in pedagogical meetings, parent-teacher meetings, training sessions, exchanges among peers, and daily interaction with students at school and in classes (Soler, 2003). Each class is a different situation, aimed at providing students with the active assimilation of skills and knowledge. To this end, the teacher must be creative and flexible, knowing, moreover, how to react to adverse didactic situations (Neira, 2004).

Although all the teacher’s activities are part of pedagogical practice and deserve daily critical reflections that consolidate it, Neira (2004) affirms that it is in the class that it reaches its peak. Bento (1998) and Nista-Piccolo and Moreira (2012) add that the teacher must understand that each student has their own learning pace and, therefore, varied teaching strategies in the classes are important, since the success of teaching depends on the teacher’s methodologies and on the students’ learning. Franco (2016) describes that the teacher’s reflections make their practice distinctive, insofar as classes are proposed that expand student education and qualify the teaching-learning process, emphasizing that it is not enough to merely reflect on one’s performance, but rather to seek solutions and new meanings for the practice.

Specifically regarding Brazilian school Physical Education, it has undergone major transformations over time. Daolio (2010) states that, in the past, the discipline was understood as focused on teaching sports techniques, centered on physical fitness and sports performance, later becoming responsible for valuing and pedagogically integrating knowledge of body movement culture. If before its theoretical grounding was restricted to the natural sciences, with the changes it also began to be grounded in the human sciences.

In this scenario, Physical Education is constituted as an interdisciplinary field that articulates different areas of knowledge to understand the body in its complexity, encompassing cultural, social, and biological aspects (Trentini *et al.*, 2020). At school, it is presented as a subject whose object is body movement culture, which is composed of historically constructed and socially meaningful bodily practices, expressed through different manifestations, such as games, sports, dances, fights, and gymnastics, which cross the experience of subjects. This perspective broadens the role of Physical Education beyond motor development, positioning it as a space for the construction of identities, values, and social experiences (Soares *et al.*, 1992; Neira; Nunes, 2022). For this reason, its practice must be dialogued in the school context, articulating the contents of body movement culture with the specific needs and characteristics of the students, in order to promote a comprehensive and reflective education (Franco *et al.*, 2022).

Considering this complexity of the pedagogical process in Physical Education classes, Quina (2009) indicates that planning is the basic condition for guiding teacher performance and that the class always requires prior preparation (objectives and contents, activities, strategies, assessment), teaching organization (management of time, spaces, materials, working groups), and intervention techniques (timing, presentation, demonstration, communication, pedagogical feedback, class conclusion). However, the teacher must recognize and act in situations that occur outside of what has been planned (Franco, 2016). With this, the teacher assumes an active and critical role, capable of adjusting their practices according to the needs and particularities of the school context.

Pedagogical practice in Physical Education must also be aligned with the institution's Political-Pedagogical Project (PPP) and with the intended objectives, respecting the specificities of students and the school community (Neira, 2006). It is considered important for teachers to seek strategies that lead students to critically reflect on the reasons why they are carrying out the proposed activities, stimulating and enhancing lived experiences and the development of autonomy, based on the knowledge acquired (Nista-Piccolo; Moreira, 2012).

Therefore, considering pedagogical practice as the teacher's actions grounded in intentionalities that range from planning to the assessment of the teaching-learning process, going through the available structure, the application of teaching strategies, and the relationships with the school community, factors emerge that may facilitate or hinder teaching work. Based on the above, it becomes necessary to investigate what scientific production has disclosed in terms of Physical Education teachers' perceptions about the intervening factors in their pedagogical practice, which

facilitate or hinder its implementation, in order to broaden the understanding of the phenomenon in question and so that, from this understanding, actions and proposals for improvements or mitigation of the hindering factors, or for the enhancement of the facilitating factors, can be designed and implemented.

From this perspective, the next topic will present the results of studies that analyzed different intervening factors in the pedagogical practice of Physical Education teachers, focusing on identifying dimensions that clarify the challenges and facilitators of the pedagogical practice of this curricular component.

3 INTERVENING FACTORS: WHAT FACILITATES OR HINDERS PEDAGOGICAL PRACTICE IN SCHOOL PHYSICAL EDUCATION?

This topic will present intervening factors, perceived as facilitators or challenges, in the pedagogical practice of the Physical Education teacher in the school environment, based on theoretical references from field research on the topic. The term “intervening,” adopted in this text, directly represents the action of interfering. Intervening factors are understood as those that interfere with the climate and/or internal state of an organization (Likert, 1971), resulting from both internal factors (the person themselves: personality, learning capacity, motivation, values, etc.) and external factors (environment: rules, regulations, culture, policies, methods, processes, rewards, punishments, trust, etc.). Internal factors represent the person’s implications in the work environment, while external factors refer to the conditions, stimuli, and dynamics present in the work environment that influence the individual, both being the result of the perception of their experience (Chiavenato, 1998).

As facilitators, we understand possibilities, actions, and dynamics that generate a feeling of success in relation to pedagogical practice on the part of the teachers, while challenges are characterized as obstacles, difficulties, and barriers that impede the elaboration and appropriation of pedagogical practice. Specifically regarding the challenges of pedagogical practice in school Physical Education, Krug *et al.* (2020) state that, among the factors that interfere with the perception of difficulties, are those internally related to the teachers’ pedagogical practice, that is, to the teachers themselves, as well as external factors, which are associated with the structure of the school/educational system.

In this scenario, it is noted that the study in focus, due to the scope of the field of investigation, is limited to presenting the external intervening factors in pedagogical practice, as perceived by Physical Education teachers in carrying out their work in the school environment. Among these factors, identified in the investigations on the teachers’ perceptions, are the **training-related factors**. The results published in the literature revealed that, while initial education is perceived as a challenging element, continuing education presents itself as a facilitating aspect. Regarding initial education, teachers have reported that the main obstacle is the fact that the school reality differs from the reality presented at the undergraduate level, which does not prepare them for contact with students and for the dilemmas inherent to educational

reality (Costa; Nascimento, 2009; Teixeira; Soares; Ferreira, 2018; Krug *et al.*, 2019; Storlaski *et al.*, 2019; Toroni; Galvão, 2019; Bagnara; Fensteiseifer, 2020).

In view of this, Franco (2008) corroborates that teachers consider that the scientific knowledge acquired in their education does not provide support for the eventualities that occur in the educational sphere, suggesting that undergraduate courses provide teachers in training with more effective contact with the possible everyday problems experienced by school Physical Education teachers. However, H. Krug, M. Krug, and R. Krug (2020) reflect that initial education cannot cover all the situations and complexities that future teachers will encounter and, moreover, state that undergraduates would also not be mature enough to assimilate all the difficulties that teaching entails.

Regarding continuing education, Storlaski *et al.* (2019) and Martins *et al.* (2025) found that continuous professional improvement allows the expansion of knowledge through participation, especially in graduate courses and continuing education, which help in the more effective delivery of classes and in the success of interpersonal relationships with students and coworkers. However, Rufino, Benites, and Souza Neto (2017) point out as a difficulty the fact that teachers do not have time to participate in continuing education activities, due to the demands of their own work.

Pimenta (2012) contributes by stating that, for the student to effectively appropriate school knowledge and develop a critical and reflective stance, it is essential that the teacher seek continuous education that qualifies and gives new meaning to their professional performance. Constant updating allows the teacher not only to broaden their knowledge, but also to improve their autonomy and critical capacity in relation to their pedagogical practice. From this perspective, Toroni and Galvão (2019) emphasize that the teacher who is concerned about the student's education must seek continuous professional improvement, in an education process that is, therefore, permanent.

The results related to initial and continuing education show that the constitution of the teacher's pedagogical practice is not limited to the undergraduate period, extending throughout the professional trajectory. Although initial education is often considered insufficient to face the complexities of the school context, it is important to recognize that teaching is also built through the experiences lived in daily life and through reflection on one's own practice. In this context, continuing education takes on a fundamental role, by enabling teachers to revisit their knowledge, give new meaning to their experiences, and broaden their pedagogical repertoires to respond to the current needs of the school environment.

A second factor identified in the studies reverberates in the **interpersonal and social factors** that interfere with pedagogical practice in school Physical Education. Teachers have referred to participation in specific study groups (colleagues) to discuss pedagogical difficulties and experiences that motivate improvement in school work as a facilitator of pedagogical practice (Fensterseifer; Silva, 2011), as well as relational issues, referring to the good relationship with students and the interest shown by them in Physical Education classes (Krug, 2019).

As challenges, social issues related to the context in which the student is inserted have been cited, such as their social scenario and financial conditions (Wittizorecki; Molina Neto, 2005; Gonçalves; Santos; Martins Júnior, 2007). Issues related to students are also emphasized, such as inappropriate behavior (Rodrigues; Darido, 2008; Cely; Henrique, 2017), indiscipline in classes (Gonçalves; Santos; Martins Júnior, 2007; Canestraro; Zulai; Kogut, 2008; Maldonado; Bocchini, 2014; Rufino; Benites; Souza Neto, 2017; Farias *et al.*, 2018; Krug *et al.*, 2019; Krug, 2019; Storlaski *et al.*, 2019; Fernandes, 2021; Bozoki; Bressan, 2023), lack of interest/ demotivation with the classes (Canestraro; Zulai; Kogut, 2008; Jenkinson; Benson, 2010; Gariglio; Reis, 2016; Prandina; Santos, 2016; Rufino; Benites; Souza Neto, 2017; Krug *et al.*, 2019; Fernandes, 2021; Bozoki; Bressan, 2023), and lack of respect toward the teacher (Canestraro; Zulai; Kogut, 2008).

It is noted, from the research results, that Physical Education teachers face diverse social and relational situations that influence the development of their classes. Thus, Gonçalves, Santos, and Martins Júnior (2007) reinforce that, for the teacher to achieve their objectives, it is important that they know and include the reality and needs of the students in their planning and intentionalities. Furthermore, when considering the location where Physical Education classes take place and the characteristics of this curricular component, Storlaski *et al.* (2019) point out that teachers end up witnessing even more behaviors of indiscipline, which can negatively interfere with pedagogical practice and become demotivating for the teacher's work.

In addition to the relational and behavioral issues faced in class, the way Physical Education is perceived and valued by colleagues, by the school community, and by institutions also directly influences teacher motivation and performance. The recognition of Physical Education by colleagues from other areas of knowledge and by the school community has been pointed out as a facilitator of pedagogical practice (Teixeira; Soares; Ferreira, 2018; Nascimento *et al.*, 2021), while the lack of recognition, together with the government's neglect toward public institutions, is pointed out as a barrier to teacher action, both in the Brazilian reality (Gonçalves; Santos; Martins Júnior, 2007; Prandina; Santos, 2016; Krug *et al.*, 2019; Nascimento *et al.*, 2021; Bozoki; Bressan, 2023) and internationally (Jenkinson; Benson, 2010; Gaudreault; Richards; Woods, 2018). In this case, studies (Tokuyochi *et al.*, 2008; Lemos; Nascimento, 2012; Maldonado; Silva, 2016, 2019; Lopes *et al.*, 2020) point out that the lack of recognition of the Physical Education subject has caused dissatisfaction with the teacher's work, resulting in demotivation regarding the planning and delivery of a distinctive and meaningful practice of the classes proposed to students.

These findings are in line with Neira's (2008) perception, when he states that Physical Education, as a curricular component, must be recognized and valued by the school community, because, based on bodily practices, students expand the possibility of building knowledge and, consequently, contribute to their formation in motor, social, and cognitive aspects.

Regarding the perception of the relationship with peers as a facilitator of pedagogical practice in school Physical Education, it is pointed out that the exchange

among peers ensures work consistent with the reality of the students and their interests, favoring the relationship between what is produced in class and school projects (Silva; Bracht, 2012; Krug, 2019). On the other hand, it is recognized that conflicts with coworkers and lack of exchange of experiences with them negatively interfere with pedagogical practice, leading to more isolated work which, consequently, hinders the realization of collective planning and interdisciplinary projects (Wittizorecki; Molina Neto, 2005; Costa; Nascimento, 2009; Jenkinson; Benson, 2010; Krug *et al.*, 2019; Storlaski *et al.*, 2019).

In this scenario, Azevedo and Amazonas (2014) indicate that projects, between different subjects or among peers, can provide teachers and students with the expansion of various knowledge, leading to more critical reflections on the social and educational practices experienced, which consequently qualifies and facilitates pedagogical practice in schools. Silva and Bracht (2012) add that, when there is no collective work, when there is a lack of space for discussions among peers, teaching work and the development of good ideas are hindered.

In view of this scenario, it is observed that the interactions established in everyday school life also prove to be decisive for the development of pedagogical practice. The relationships between teachers, students, and the school community, in general, go beyond organizational aspects, interfering with the learning environment and with the possibility of student engagement. When guided by dialogue and collaboration, they tend to foster more meaningful pedagogical experiences. On the other hand, contexts marked by conflicts or lack of recognition can hinder the teacher's work. Thus, pedagogical practice in Physical Education is not limited to teaching and assessment contents and strategies, being built in the relationships that permeate the day-to-day life of the school.

The third factor identified in the research results involves **administrative** issues, in which the representative elements have been the holding of meetings with parents and pedagogical support from the school community. Participation in the meeting with parents was perceived as a facilitator of teaching action (Teixeira; Soares; Ferreira, 2018), reflecting that the participation of the Physical Education teacher in the meeting with those responsible, the contribution to the construction and restructuring of the institution's PPP, and the discussion of proposals with other areas of knowledge, legitimize the curricular component in the school space (Costa; Nascimento, 2006, 2009; Teixeira; Soares; Ferreira, 2018; Storlaski *et al.*, 2019).

On the other hand, the lack of pedagogical support has been mentioned as a challenge to pedagogical practice (Jenkinson; Benson, 2010; Krug *et al.*, 2019; Storlaski *et al.*, 2019; Krug *et al.*, 2020), although one study detected the support of school management as a facilitator of teaching action (Martins *et al.*, 2025). Thus, the lack of pedagogical support and the indifference of the educational community toward the teacher's work are seen as one of the possible factors of teacher stress, which may lead to emotional exhaustion and cause serious health problems for them (Santini; Molina Neto, 2005).

The fourth factor involves the **structural** aspects of schools, such as the physical spaces and materials made available for Physical Education classes, which present themselves both as facilitators and as challenges, depending on the reality of each teaching network and school. The existence of a covered multi-sport court, of environments such as a field and playground for practical classes to be held, and the existence of materials, in quantity and quality, have been cited as facilitators of pedagogical practice (Paula *et al.*, 2012; Krug, 2019; Souto *et al.*, 2021; Martins *et al.*, 2025).

The school reality, in terms of the variety of materials for Physical Education classes, according to Oliveira, Sartori, and Laurindo (2014), makes classes more meaningful for students, contributing to interpersonal relationships and to the teaching-learning process, through the activities carried out, which ends up helping in the quality of pedagogical practice and in broadening the students' experiences. On the other hand, a strong concern is revealed regarding the lack and/or limitation of materials and adequate spaces for holding Physical Education classes, considering that this is a reality of Brazilian national education and is mentioned much more as a barrier than as an enhancer of pedagogical practice (Gonçalves; Santos; Martins Júnior, 2007; Canestraro; Zulai; Kogut, 2008; Damazio; Silva, 2008; Tokuyochi *et al.*, 2008; Prandina; Santos, 2016; Rufino; Benites; Souza Neto, 2017; Teixeira; Soares; Ferreira, 2018; Krug *et al.*, 2019; Krug, 2019; Storlaski, *et al.*, 2019; Toroni; Galvão, 2019; Bozoki; Bressan, 2023).

In addition, climatic conditions, depending on the available infrastructure, have also been perceived by teachers as challenges to the implementation of their work (Gonçalves; Santos; Martins Júnior, 2007; Cely; Henrique, 2017; Krug *et al.*, 2019). Complementarily, it was verified that the structural conditions of the schools were also pointed out by Physical Education teachers in Australia as barriers to the exercise of teaching in that country (Jenkinson; Benson, 2010). Such findings reflect that climatic conditions become obstacles for Physical Education teachers, given that, in general, they may be related to the lack of adequate covered space for the practice of activities (Krug *et al.*, 2019) in adverse situations such as excessive heat, wind, or cold. This combination of challenges influences teachers' performance and the need for adaptations in planning for practical classes, which may harm the teaching-learning process of this curricular component of Basic Education (Figueira; Pereira; Soares, 2016).

Although studies often highlight the problems related to the lack of space and materials in Brazilian public schools, the idea is defended that Physical Education should have its place assured and enjoy adequate infrastructure. Although the teacher has the competence to make adaptations, when necessary, acquiring or improvising with the institution's scarce material, it is important that these strategies do not become frequent nor consolidate as an educational habit. To this end, it is fundamental that teachers, students, and other members of the school community fight for adequate spaces and materials for classes, so as to enable better conditions for the development of the teaching-learning process in this curricular component (Freire, 1996; Lopes *et al.*, 2016; Hess; Moreira; Toledo, 2018).

In view of this context, it is important to recognize that the quality of pedagogical practice does not depend only on the individual performance in the professional work of teachers, but also on the working conditions offered by school institutions. In this sense, the implementation of public policies that guarantee adequate infrastructure, materials, and appropriate spaces for classes becomes fundamental. Thus, understanding and qualifying pedagogical practice in Physical Education also implies considering institutional and structural investments that favor the development of the teaching-learning process.

The **legal and labor-related** aspects appear in the studies as a fifth dimension of the intervening factors in the pedagogical practice of Physical Education, with the issue of remuneration especially highlighted as a representative element. Low remuneration is evident in the Brazilian reality as one of the main challenges faced by teachers (Gonçalves; Santos; Martins Júnior, 2007; Prandina; Santos, 2016; Krug *et al.*, 2019; Krug *et al.*, 2020; Nascimento *et al.*, 2021). Salary issues, in general, were also pointed out as barriers perceived in teacher performance (Gonçalves; Santos; Martins Júnior, 2007), it being understood that this involves not only the salary amount, but also factors related to the possibilities of career progression. The requirement to fully comply with the contractual workload with teaching activities, without a foreseen time allocated for studies or other professional demands, and the lack of a career plan for temporary teachers were also pointed out as a challenge that directly impacts pedagogical practice (Krug *et al.*, 2020).

Thus, low remuneration, coupled with the requirement of fully complying with the workload with teaching activities, as verified in research, may lead the teacher to work in more than one workplace, which consequently reduces their planning time and reduces participation in other activities that take place at the school, which often ends up demotivating the teacher for their work and for the qualification of their pedagogical practice (Krug *et al.*, 2020). It may also cause the teacher's dissatisfaction and withdrawal from the teaching career (Farias *et al.*, 2015; Machado *et al.*, 2020).

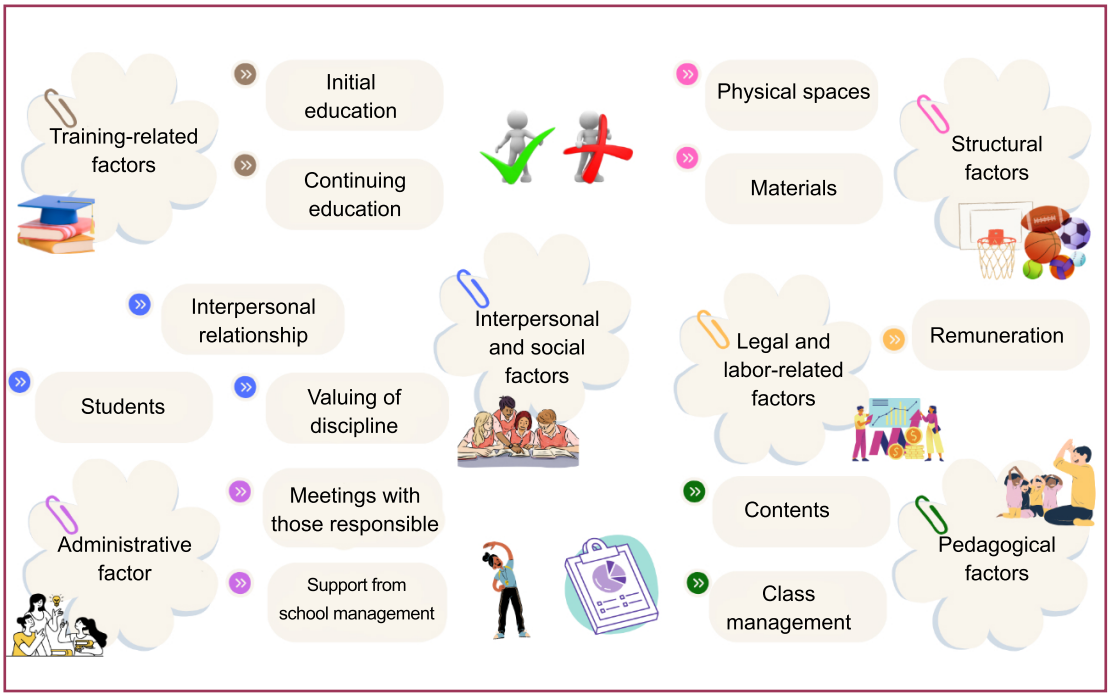
Contrary to what has been observed in most investigations, Martins *et al.* (2025) found that, for teachers of an institution of the Brazilian federal education network, remuneration presented itself in a way distinct from other public networks, being perceived as adequate and consequently a facilitator or motivator of pedagogical practice. In this way, it can be observed that salary issues, in general, are factors that interfere in aspects linked to the pedagogical practice of Physical Education teachers.

The sixth factor observed involves the **pedagogical** aspects of the area. The representative elements of this dimension, especially as teacher challenges, involve lack of class control, choice and organization of contents, class planning, and lack of a curricular planning of Physical Education (Krug *et al.*, 2019), in addition to difficulties in class management (Quadros *et al.*, 2015; Krug *et al.*, 2019; Fernandes, 2021; Martins *et al.*, 2025). In this context, it is emphasized that the lack of strategy in managing classes and in maintaining students' discipline and attention can compromise the time dedicated to teaching and learning, in addition to resulting in the teacher's demotivation. The complexity of these factors demands technical and pedagogical

skills from teachers, which are broadened and developed with experience and daily exercise of teaching (Krug *et al.*, 2019). Therefore, the identification and confrontation of these obstacles are essential to promote a more inclusive and efficient educational environment.

Based on the results of investigations that focused on the analysis of intervening factors in the pedagogical practice of Physical Education teachers, Figure 1 summarizes the dimensions and their elements, identified in the literature, and thus proposed in this essay as representative of the perception of Basic Education Physical Education teachers, regarding the challenges and facilitators faced in the school daily routine. The dimensions presented represent the intervening factors of pedagogical practice in Physical Education (factor panels), while the indicators (bullet points) represent the elements that, together, lead to the proposition of the stated dimensions. However, it is emphasized that these do not have a hierarchy among themselves, since each study revealed different perceptions from teachers regarding the intervening factors of their pedagogical practice, which depend on the perceptions they have about the educational reality in which they work.

Figure 1 - Intervening factors of the pedagogical practice of Physical Education teachers, based on empirical research available in the literature.



Source: Prepared for the study.

In view of the above, it is evident that pedagogical practice in school Physical Education is influenced by a set of intervening factors. These elements, when interacting in the daily school routine, can both favor and limit the development of teaching work. Thus, understanding pedagogical practice implies recognizing its complexity and considering the conditions under which it takes place. Such understanding is fundamental to strengthen teacher performance and to contribute so that Physical Education consolidates itself as a significant curricular component in the education process of students.

Finally, it is evident that the teacher needs to think, create, and organize different strategies so that facilitators become more motivating than the demotivating challenges of their pedagogical practice in the school environment. In this process, constant reflections tend to lead the Physical Education teacher to seek solutions and/or minimize the obstacles encountered in teaching work, making it possible to achieve the planned objectives and broadening the possibilities of contribution to the comprehensive development of students and to the implementation of pedagogical practice. In addition, Ghedin, Almeida, and Leite (2008) highlight that some challenges faced by teachers do not depend exclusively on their performance, being also conditioned by limitations in educational public policies. Recognizing these conditions allows the teacher to better understand the context in which they work and to direct their strategies in a more conscious way, strengthening their pedagogical practice.

4 FINAL CONSIDERATIONS

This essay aimed to identify, in the literature, the intervening factors perceived by Physical Education teachers that facilitate and/or hinder their pedagogical practice in Basic Education schools. It is believed that identifying the elements that enhance or limit teacher performance, especially in the Brazilian context, makes it possible to create concrete strategies, to be pursued and implemented by teachers, managers, and educational policy makers, which can minimize problems, favor positive aspects, and redirect practices.

Thus, six external intervening factors were listed, presenting themselves sometimes as facilitators and sometimes as challenges to pedagogical practice. Below are these six factors as constructs of dimensions for the interpretation of the factors that interfere as facilitators and/or challenges to the pedagogical practice of the Physical Education curricular component, also elucidating a definition for these, based on the indicators that supported their proposition in this essay:

– Training-related factors: perceptions about experiences lived during initial and continuing education;

– Interpersonal and social factors: perceptions regarding the interpersonal and social relationship with students, guardians, and institutional staff, in addition to the recognition of the curricular component and the relationship with peers;

– Administrative factors: perceptions regarding the support of school management and administrative and pedagogical meetings;

– Structural factors: perceptions regarding the quality and quantity of the school's materials and physical spaces;

– Legal and labor-related factors: perception of the interference of remuneration, workload, and possibilities of career progression;

– Pedagogical factors: perception of how contents, planning, teaching strategies, assessment practices, and class management influence pedagogical practice.

It is believed that the identification of the intervening factors of pedagogical practice strengthens Physical Education as a curricular component of Basic Education and contributes with reflections on pedagogical facilities and challenges, effectiveness of methodologies, teacher performance, and student inclusion in the teaching-learning process, which may result in new advances in the area in the school context, resulting in the qualification of teacher action, as well as in the comprehension and understanding of the difficulties and facilities of their work individually and collectively.

The exercise of constantly reflecting on professional performance allows the teacher to give new meaning to their practice, making it more meaningful, and enables greater approximation with the reality in which the school and students are inserted, in the search to reduce the challenges encountered, while at the same time enhancing the impact of facilitators of pedagogical practice in Physical Education classes.

The study had as a limitation the restricted applicability of the studies that analyzed the facilitators and challenges of pedagogical practice. It is suggested that further studies be conducted on the subject, making comparisons between teachers working in different teaching networks and stages of Basic Education, with a measurement instrument that can investigate Physical Education teachers, based on a theoretical construct that allows for an approximate analysis of the findings among them. In addition, the analysis did not focus on social markers of difference in the identity of teachers, such as sex, gender identity and sexual orientation, ethnic-racial age, or disability, aspects that may influence working conditions and professional experiences in school Physical Education. Thus, future investigations should seek to deepen these dimensions, contributing to a more comprehensive understanding of the multiple realities that permeate pedagogical practice in school Physical Education.

Furthermore, the results identified in the disclosed research and presented in this essay show that there are diverse factors that interfere with the pedagogical practice of the Physical Education teacher and that, depending on the reality in which this teacher is inserted, they will perceive them differently. However, it is considered that the form of data collection among the researchers is diversified, mostly carried out through semi-structured interviews and without a scientifically standardized and validated measurement instrument. Thus, as a proposal for future investigation, the creation and validation of a measurement instrument that assists researchers on the topic in conducting their research is envisaged, and that allows for a more consistent comparison between the results achieved.

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Resumo: Objetivou-se investigar na literatura os fatores intervenientes, enquanto facilitadores e desafios, na prática pedagógica de professores de Educação Física escolar. Os facilitadores são possibilidades, ações e/ou dinâmicas que geram percepção de sucesso, enquanto os desafios são problemas, barreiras, dificuldades e/ou dilemas que atrapalham a efetivação e/ou o sucesso da prática pedagógica. As fontes utilizadas foram bases de dados eletrônicas (artigos), banco de teses e dissertações, acervos bibliográficos digitais (*e-books*) e físicos (livros). Na literatura, foram identificadas as seguintes dimensões representativas dos fatores intervenientes da prática pedagógica: formativas (formação inicial e continuada); interpessoais e sociais (relacionamentos e valorização); administrativas (reuniões, suporte); estruturais (espaços e materiais); legais e trabalhistas (remuneração, plano de carreira, carga horária); pedagógicas (conteúdos, planejamento, estratégias, avaliação, gestão de classe). Os resultados encontrados revelaram, na percepção de professores, que os facilitadores estavam relacionados principalmente às dimensões interpessoais, sociais e estruturais, enquanto os desafios se vinculavam às dimensões interpessoais, sociais, estruturais, legais e trabalhistas.

Palavras-chave: Ensino. Educação Física Escolar. Escolas. Fatores intervenientes.

Resumen: El objetivo de este estudio fue investigar en la literatura los factores intervinientes, tanto facilitadores como desafíos, en la práctica pedagógica de los profesores de Educación Física escolar. Los facilitadores son posibilidades, acciones y/o dinámicas que generan una percepción de éxito, mientras que los desafíos son problemas, barreras, dificultades y/o dilemas que obstaculizan la implementación y/o el éxito de la práctica pedagógica. Las fuentes utilizadas fueron bases de datos electrónicas (artículos), repositório de tesis y disertaciones, acervos bibliográficos digitales (e-books) y físicos (libros). En la literatura, se identificaron las siguientes dimensiones que representan los factores intervinientes en la práctica pedagógica: formativas (formación inicial y continua); interpersonales y sociales (relaciones y valoración); administrativas (reuniones, apoyo); estructurales (espacios y materiales); legales y laborales (remuneración, plan de carrera, carga horaria); pedagógicas (contenido, planificación, estrategias, evaluación, gestión del aula). Los resultados encontrados revelaron, según la percepción de los docentes, que los facilitadores estaban relacionados principalmente con las dimensiones interpersonales, sociales y estructurales, mientras que los desafíos se vinculaban con las dimensiones interpersonales, sociales, estructurales, legales y laborales.

Palabras clave: Enseñanza. Educación Física escolar. Escuelas. Factores intervinientes.

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CONFLICT OF INTEREST

The authors declared that there is no conflict of interest in this work.

AUTHOR CONTRIBUTIONS

Alessandra Catarina Martins: Conception and planning; data analysis and interpretation; critical review of the content; effective participation in the writing of the manuscript; participation in the review and final approval of the text.

Gaia Salvador Claumann: Critical review of the content; effective participation in the writing of the manuscript; participation in the review and final approval of the text.

Alexandra Folle: Conception and planning; data analysis and interpretation; effective participation in the writing of the manuscript; participation in the review and final approval of the text.

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The research followed the protocols in force in Resolutions 466/12 and 510/2016 of the National Health Council of Brazil and was approved by the Research Ethics Committee (CEP) of the Universidade do Estado de Santa Catarina. Opinion: 7,102,831.

AVAILABILITY OF RESEARCH DATA

The use of data was not reported; no research data were used.

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