

Professional career in physical education: a systematic review

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Abstract

Careers must be understood from past scenarios and possible developments in order to align market needs with professional expectations, job satisfaction and well-being. This study aimed to systematize the professional career phenomenon of Physical Education professionals in the scientific context. PRISMA method and PICOS strategy were used based on the terms “Physical Education” and “Career” in eight scientific bases until 2017. The 69 eligible articles found were divided into: School (72%), Sport Pedagogy and Training (12%), Academic (15%) and Administration and Business (1%). The main emerging themes were job satisfaction, quality of life and personal and environmental factors that impact the decision to stay or leave the profession.

Keywords: Physical Education and Training; Vocational Orientation; Professions; Professional Development; Professional Identity.

Resumo: Carreira profissional na educação física: uma revisão sistemática

As carreiras devem ser entendidas a partir de cenários passados e possíveis desenvolvimentos a fim de alinhar as necessidades do mercado com expectativas profissionais, satisfação no trabalho e bem-estar. Este trabalho objetivou sistematizar o fenômeno carreira profissional do profissional de Educação Física no contexto científico. Foi utilizado o método PRISMA e a estratégia PICOS a partir dos termos “Educação Física” e “Carreira” em oito bases científicas até 2017. Os 69 artigos elegíveis foram divididos em: Escolar (72%), Pedagogia do Esporte e Treinamento (12%), Acadêmico (15%) e Administração e Negócios (1%). Os principais temas emergentes foram satisfação no trabalho, qualidade de vida e fatores pessoais e ambientais que impactam na decisão de permanecer ou deixar a profissão.

Palavras-chave: Educação Física e Treinamento; Orientação Vocacional; Profissões; Desenvolvimento Profissional; Identidade Profissional.

Resumen: Carrera profesional en educación física: una revisión sistemática

Las carreras deben entenderse a partir de escenarios pasados y posibles desarrollos para alinear las necesidades del mercado con las expectativas profesionales, la satisfacción laboral y el bienestar. Este trabajo tuvo como objetivo sistematizar el fenómeno de la carrera profesional de los profesionales de la Educación Física en el contexto científico. Se utilizó el método PRISMA y la estrategia PICOS con base en los términos “Educación Física” y “Carrera” en ocho bases científicas hasta 2017. Los 69 artículos elegibles encontrados se dividieron en: Escuela (72%), Pedagogía y Entrenamiento Deportivo (12%), Académica (15%) y Administración y Empresa (1%). Los principales temas emergentes fueron la satisfacción laboral, la calidad de vida y los factores personales y ambientales que inciden en la decisión de permanecer o dejar la profesión.

Palabras clave: Educación y Entrenamiento Físico; Orientación Vocacional; Profesiones; Desarrollo Profesional; Identidad Profesional.

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Concept of career has changed over the years, described as a sequence of positions held during lifetime course, some of them simultaneously. Occupation is the sequence or combination of unrelated jobs performed during life (Super, 1957). In other words, while career is geared towards related steps/stages professional areas in which we have passed and developed throughout our lives, the second is related only to work, to doing itself (Wang & Wanberg, 2017). In a chronological way, a career begins at the moment you choose a profession (Savickas, 2005).

Sullivan and Baruch (2009) analyzed several concepts in career theories and concluded that career is influenced by contextual and personal factors and this concept permeates the experiences of the individual inside and outside the work environment, considering their movements and own perceptions. In addition, Wang and Wanberg (2017) reviewed 100 years of research about careers during the 20th century covering career management to retirement. For these authors, person-environment fit, and career choices must be aligned with labor market needs. Also, inequality, poverty, ethnic minorities, retirement and postretirement activities must be directions in the future research.

However, although this research does not focus on analyzing career models, there are at least eight: *Life span* (Super, 1957) divided in five life stages that most individuals will go through during their careers; *Protean Career* (Hall, 1976) based on self-control of the changes and career forms to become attractive for the market; *Boundaryless Career* (Arthur & Rousseau, 1996) where an individual is independent of a traditional organizational career arrangement and this model goes beyond the boundary of a single employer; *Integrative Frameworks* that mix points from Protean Career and Boundaryless (Briscoe & Hall, 2006; Greenhaus, Callanan, & DiRenzo, 2008); *Hybrid Careers* composed of elements of traditional and non-traditional careers; *The Kaleidoscope Career Model* (Mainiero & Sullivan, 2005) developed from women lifetime who organize their roles and relationships creating a relational career, like kaleidoscopes; *Life Designing* (Savickas et al., 2009) 21st century model based on contextual possibilities, dynamic processes, non-linear progression, multiple realities, and personal patterns.

In the end of 21st century, teachers' career starts been discussed and built based on a locked structure of institutional school careers described as cycles that teachers in general will face during their careers, such as Fessler (1985), Sikes (1985) or Huberman (1995) theories. Likewise, Physical Education Professionals (PEP) had their career development based on those careers models and subsequently have their own career cycles as well as proposed by Nascimento and Graça (1998) and Mäkelä (2014).

This happens because in general PEP are related to careers as teachers in a school context. However, in several countries Physical Education courses are associated with activities like dancing, recreation, sports training, sports coaching, holistic health classes and gym training (Brasil, 1998; Jones & Riordan, 2002; Naul & Hardman, 2002), all outside the school context giving to this professional different career opportunities than the institutional school model (Maças et al., 2009; Taks, Delheye, Hartmann-Tews, & Demuynck, 2003; Votik, 2009). This way, to think PE career only related with school context could be a very restrictive boundary to PEP develop themselves if Physical Education profession.

Furthermore, every year a huge amount of PEP around the world is getting in the market. This way, just like any profession, becomes mandatory to understand past scenarios, possible movements in career and career development in order to align market needs, job satisfaction, professionals expectations and wellness (Savickas et al., 2009; Sullivan & Arthur, 2006) for future professionals' actions and strategies in career, especially because of differences in Physical Education University programs and labor laws between countries. Thus, this paper aims to systematize the phenomena of Physical Education Professionals Careers in a scientific context.

Methodological design

PRISMA method and PICOS strategy (Liberati et al., 2009) were applied as it follows: Participants – Graduated Physical Education professionals; Intervention – career perspectives and/or career development; Comparison – not apply (regard to the nature of found articles); Outcome – analysis about the factors of permanence, exit and career development of these professionals; Studies – theoretical, longitudinal, observational studies, interviews and questionnaires. Based on this premise, the central question was: How is the career development of the Physical Education Professional set?

After established PICOS strategy, the search was carried out on the following platforms: Portal de Periódicos da CAPES, PubMed, Scielo, Virtual Health Library (BVS), Scopus, Web of Science, Pepsic and APA PsycNET. The keywords “*Physical Education*” and “*Career*” were searched in the title, subject, abstract and keywords fields, according to the availability of each database. Only the logical operator “AND” was used to combine descriptors in tracking of publications in order to find highest specific data concern this theme. Inclusion criteria were all articles published on peer-reviewed journals until 2017 in English, Portuguese, Spanish or French.

Were found 707 documents, and then a peer-blind assessment was online conducted with Rayyan QCRI software (Ouzzani, Hammady, Fedorowicz, & Elmagarmid,

2016) based on reading of titles and abstract. Concordance level between researchers was 92,4%. For the conflicts data, both researchers seek for specific agreement. In this process, 637 documents were excluded classified as books, book chapters, books reviews or conferences proceedings. Papers that not showed as main subject the career development of Physical Education

concern to movement of occupation over the years were excluded, also.

As result of this process, 70 articles remaining were completely read and analyzed under PICOS strategy. Only 1 article was excluded because did not attended the subject stated. Thus, 69 articles were considered available for discussion on this paper, as shown in Figure 1.

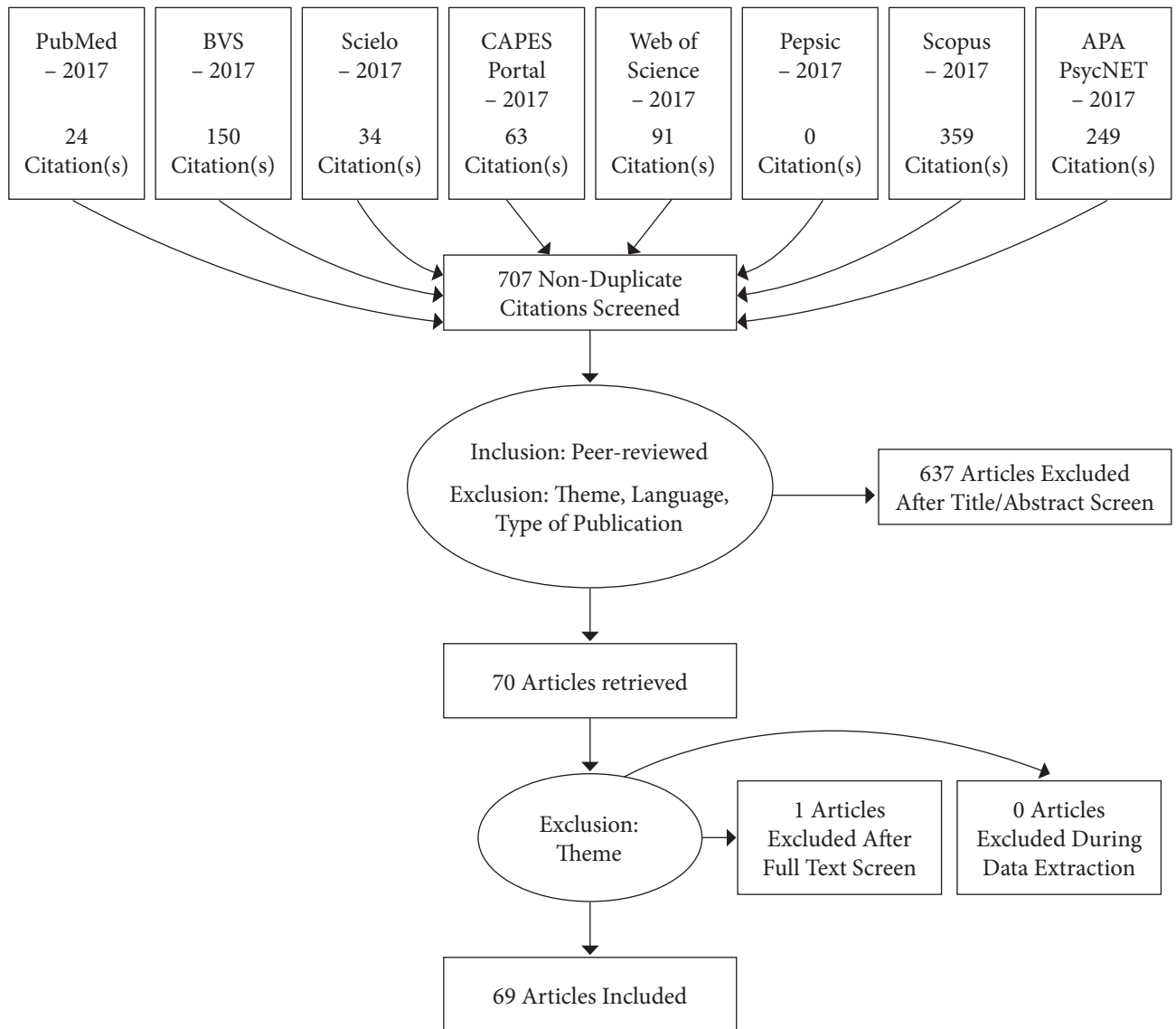


Figure 1. Study selection PRISMA flow diagram

Results and Discussion

Career in Physical Education has been studied in three major areas: 72% of School context in which PE teachers teaching directly in schools; 12% in Sports Pedagogy and Training in which PE teachers working outside

of school context, such as sports club or gym; 15% concern Academic context in which PE practices are focused on research and lectures, and only 1% has discussed Physical Education under Business & Administration aspects in which PE assumes an administrative position. It is possible to check all details as follow in Table 1.

Table 1
Articles included discussing Physical Education and Career

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Jenkins (1974)	United Kingdom	None	L	Sociological interpretation.	Worries about future career of physical education and possible paths specifically for men.	Marginalization, difficulties in career mobility, quitting careers factor were forecasted in essay.
Massengale e Sage (1982)	USA	795 regular resident faculty with earned doctorates	T	Questionnaire.	Relation between to be part of a good department and have better opportunities on academic scenarios.	Faculty positions at institutions ranking in the top 20 were occupied essentially to graduates from the top 20 institutions. The greater the department's prestige, the greater the faculty positions at the best universities.
Chandler, Lane, Bibik, & Oliver (1988)	USA and United Kingdom	None	L	Bibliography analysis.	Discussion concern strengths and weaknesses about career ladder model.	Authors suggests a lattice model for teachers instead of ladder model of career.
Sparkes, Templin, & Schempp (1990)	United Kingdom	Undefined	L	Reflexive interviews.	Physical Education as a marginalized perception among colleagues and society.	Teacher education programs must bring to the light micro political issues of a career in a marginal subject as physical education and promote a critical enquiry about the theme.
Capel (1993)	United Kingdom	88 females 16 males	T	Questionnaire.	Causes of anxiety of beginning physical education teachers.	Factors that caused the most anxiety were related to being observed, evaluated and assessed rather than the teaching practices.
Templin, Grant, Sparkes, & Schempp (1994)	USA	1 male	L	Informal interviews.	Late-career PE teacher's life-story focused on struggling career as teacher and coach.	His roles as an elementary teacher, athletic administrator, and coach are better perceived by him than PE teacher.
Bloot (1996)	Australia	27 females	L	In-depth interviews.	Problems that women face in order to develop themselves through career to become head of department in Western Australia.	Stereotypic attitudes and expectations regarding gender- roles were the mainly reasons that limited women to advance and their career.
Hardy (1999)	United Kingdom	19 females 14 males	L	Open-ended questionnaire.	Difficulties faced during first year as teacher and suggestions to minimize the impact of start teaching and support this professional.	Many of them had surmounted the "survival" stage in the beginning of career and then started to develop their teaching skills and guide efforts on students' success.

(Continued)

Table 1
Articles included discussing *Physical Education and Career* (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Hebert & Worthy (2001)	USA	1 female	L	Multiple interviews and observations.	Success in first year of teaching and main reasons in interplay between teacher and workplace.	Success is related with good preservice teacher preparation and match between personal background and socio-political culture school context.
Woods & Lynn (2001)	USA	2 females 4 males	M	Demographic questionnaire, formal individual and group interviews and videotaped lessons.	Interview with 3 physical education teachers and 3 formers physical education teachers at six-years interval using Fessler's (1985) career stages theory as framework.	After six-years interval, PET maintained their focus on pedagogical skills development and moved from "competency building" career cycle "enthusiastic and growing". Formers PE left their positions as teachers while were in career frustration and exit stages.
Moreira, Fox, & Sparkes (2002)	United Kingdom	82 females 101 males	T	Questionnaire Motivation Profile for Physical Educators (MPPE).	Scale Development of Motivation Profile for Physical Educators (MPPE).	Results showed inconsistency of motivations between gender and need more data for generalizability.
Taks, Delheye, Hartmann-Tews, & Demuynck (2003)	Flanders, Italy, United Kingdom, Germany, France	3.690 physical education teachers	T	Questionnaire.	Attempted to create a multinational questionnaire to track Physical Education careers in European countries.	Funding, language, sampling and different type of courses led to short accuracy and comparability among countries.
Roux-Perez (2005)	France	1 female	L	Interviews.	Changes in identity of Female PE teacher through years and interaction between her personal and professional contexts.	Interaction between the individual and Institutional, human or contextual changes can determine changes in identity.
O'sullivan (2006)	Ireland	66 Irish physical education teachers who began their career in the mid-1970s.	M	Questionnaire and interviews.	Relation between Irish teachers' career and their workplaces in a non-existent professional development incentive.	Majority still is physical education teachers with 50% of their time spent in teaching area. Resiliency, respect and resignation are forms to manage their careers in an environment without professional development support.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Roux-Perez (2006)	France	1 female 1 male	L	Semi-structured interviews.	Two different French teacher's cases relating their professional identity and negotiation of their roles.	Identity dynamics come from their diversity experiences and is construct based on their professional representations and values linked to practices.
Both, Nascimento, & Borgatto (2007)	Brazil	315 females 265 males	T	Cycles of Professional Development (Nascimento & Graça, 1998) and Individual Lifestyle Profile (Nahas, Barros, and Francalacci, 2000).	Assessment in Brazilian physical education teachers' lifestyle related their career cycle stage.	Majority showed healthy lifestyle in general, but Food and Stress Control dimensions presented prevalence of negative profile. Only Food dimension was significant related with CPD and later career teachers showed more concern about Food than early career teachers.
Gonçalves, Santos, & Martins Júnior (2007)	Brazil	8 teachers	L	Open-ended questionnaire (Campos, 2004).	Physical education teachers struggle in their first professional years.	Salary, pupils' indiscipline, impact on reality, schools' infrastructure, dichotomy between theory and practice and depreciation of the profession are the main factors that interfere in pedagogical aspects early career PET.
Henninger (2007)	USA	4 females 5 males	M	Demographic questionnaire, career timeline, Rainbow of Life Roles (Super, 1990), completion of sentence stems, one formal in-depth interview, several informal interviews, and observations of teachers in their school environments.	Factors that influenced the career trajectories of veteran urban secondary physical education teachers	Organizational contexts shaping their beliefs and behaviors and turn then in "Lifers" teachers, committed with their work, and "Troupers" teachers that assume a "trolling with the punches" attitude.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Lemos, Nascimento, & Borgatto (2007)	Brazil	239 females 141 males	T	Cycles of Professional Development (Nascimento & Graça, 1998) and Individual Lifestyle Profile (Nahas et al., 2000) and Elementary and High School Physical Education Teachers Evaluation Scale of Life Quality at Work-QVTPEF (Both et al., 2006).	Assessment in Brazilian physical education teachers' quality of life at work and lifestyle related their career cycle stage.	Majority expressed satisfaction with their QVT, except salary dimensions. Senior teachers showed higher satisfaction levels. Positive perception on PEVI were presented in most teachers, mainly among in the entrance and consolidation cycles.
Webb & Macdonald (2007a)	Australia	Phase 1 231 females 308 males Phase 2 10 females 7 males	M	Phase 1 Questionnaires Phase 2 Document review, field observations, and semi structured interviews.	Differences on teachers' work, careers and leadership in physical education in Australia focused on gender patterns.	Men and women did not evidence differentiated gender behavior on social culture within physical education, aspirations for leadership and in the diversity of leadership styles, and in the way that them build meaning for their work. Surveillance and objectification of female bodies, gendered perceptions of body image, and the physicality of pregnancy consist in careers' barriers for women.
Webb & Macdonald (2007b)	Australia	10 females 7 males	L	Semi-structured interviews, observations, and document reviews.	Related Techniques of Power and underrepresentation of women in leadership in physical education.	Physical education women leadership underrepresentation is related with dominant masculinities space' colonization, female bodies stared by men, appearance and behavior expected in different ways by gender, male leadership dominant discourses, and exclusion from male-dominated networks.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Folle, Lemos, Nascimento, Both, & Farias (2008)	Brazil	141 females 239 males	T	Scale of Life Quality at Work QVTPEF (Both et al., 2006).	Assessment of Elementary and High School PE Teachers.	Majority expressed satisfaction with their QVT.
Chorney (2009)	Canada	2 females 2 males	L	Semi-structured interviews and observations.	How extraordinary teachers commit in their practice as they do.	The themes emerged from study were evolution and maturity, caring for students, options and variety for students, professional development and self-improvement, varied teaching styles, reflection, the meaning of physical education, confidence, a belief and joy in teaching physical education, and personal fulfillment and commitment to the job.
Folle, Oliveira Farias, Boscatto, & Nascimento (2009)	Brazil	2 females 2 males	L	Semi-structured interviews.	Interpretation of life history, choices, intentions and career paths.	Common reasons to be PET were identification with PET and sports practice. Reality and professional recognition were landmark events.
Folle & Nascimento (2009)	Brazil	2 females 2 males	L	Semi-structured interviews.	Landmark moments of late career teachers.	Best moments were honors received, career promotion, participations and achievements in sports competitions and choreographies presentations. Worst moments were work conditions, educational policies and disappointments with work colleagues.
Maças et al. (2009)	Portugal	3 females 56 males	T	Questionnaire.	Alumni assessment about market insertion that attended soccer as specialization option.	Majority showed high job rate, but just few remain in specific soccer area. Also, low incomes push them looking for complementary jobs.
Santos, Bracht, & Almeida (2009)	Brazil	2 females 1 male	L	Semi-structured interviews.	Teachers Life history under personal/ biographical and professional lens.	Emerged themes were teachers before being PET and physical education teacher education.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Votik (2009)	Czech Republic	42 females 55 males	T	Questionnaire.	Czech alumni analysis about market insertion and perception with content taken during course program.	Majority accomplish a master's degree and looked for further educational programs. Although majority still work in the PE field, a third part leave the profession.
Amorim Filho & Ramos (2010)	Brazil	2 females	L	Semi-structured interviews.	Comparison between novice and experienced teachers about their knowledge construction as professionals.	Emerged themes were family members influences in their professions, peers' relations, pupils' indiscipline, school infrastructures' problems, relation between Physical Education classes in school period and profession choice and early career difficulties.
Bizet, Laurencelle, Lemoyne, Larouche, & Trudeau (2010)	Canada	16 females 37 males	M	Semi-structured interviews.	Search for main career reorientation factors among physical educators and reasons for their career changes.	Career reorientation is commonly associated with job precariousness and search for new challenges among early and late career PE.
Folle & Nascimento (2010)	Brazil	2 females 2 males	L	Semi-structured interviews.	Career path of late-career teachers focused on their formative and professional movements.	Career beginning marked by distance between theory and practice and reality. Career length marked by frustrations and strategies to cope and keep in profession until retirement.
Lynn & Woods (2010)	USA	1 female	L	Semi-structured interviews, documents, and field of notes.	Longitudinal PE teacher journey dealing with school environment and personal issues.	Despite personal domain were prevalence during career path, environmental factors are more related for professional satisfaction and growth or stagnation and frustration.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Moreira, Nascimento, Sonoo, & Both (2010)	Brazil	355 females 299 males	T	Cycles of Professional Development (Nascimento & Graça, 1998) and Individual Lifestyle Profile (Nahas et al., 2000) and Elementary and High School Physical Education Teachers Evaluation Scale of Life Quality at Work-QVTPEF (Both et al., 2006).	Assessment in Brazilian physical education teachers' quality of life at work and lifestyle related their career cycle stage.	Majority expressed satisfaction with their QVT and positive perception on PEVI. Senior teachers showed less satisfaction levels of QVT and PEVI, specially concern about physical activity.
Farias, Nascimento, Graça, & Batista (2011)	Brazil	31 females 33 males	M	Questionnaire.	Analysis about beliefs and expectations under professional and personal perspectives	Gender and career length are the factors that distinguish the beliefs and expectations. Beliefs are related with professional and personal factors, pedagogical content and pupils. Expectations are related to job satisfaction.
Folle & Nascimento (2011)	Brazil	2 females 2 males	L	Semi-structured interviews.	Multiple case study about public teachers worries in different career moments.	In initial years, teachers were concern with working conditions. Later, the focus of worries was didactic action and government proposals for public schools. In the final career stage, students' social environment was the main concern.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Woods, Karp, & Judd (2011)	USA	34 search chair members K-12 teaches 261 females 113 males	M	Online survey, structured interviews.	Verifying the search of chairs for Physical Education Teacher Education (PETE) positions results during 2007-08 academic years and factors that determine K-12 teachers to pursuing advanced degrees and careers in PETE.	Results pointed to low numbers of qualified applicants to PETE programs. Most part of teachers in the K-12 level were inclined to maintain their teachers' level rather than pursuing positions in higher education.
Bradford, Stanec, & Hickson (2012)	Canada	1 female 1 male	L	Personal notes and reflective journals.	Comparison between two PE teachers' career changes where one moved from elementary school to PETE at university, while the other changed university gymnasium to elementary school.	Teacher-student relationships, teaching and learning considerations, and staff relationships emerged as main topics on transitions and both counted with previous experience to achieve successful, independently of school level.
Farias, Nascimento, Graça, & Batista (2012)	Brazil	31 females 33 males	M	Open and closed ended questionnaire.	Development of specific professional competences in physical education teacher through career years.	Experienced teachers more experience functional competences, specifically occupation and organization and management competences. Social and vocational dimension was preponderant over educational interpersonal dimension. Ethical competence and values did not show expressive results.
Farias & Nascimento (2012)	Brazil	None	L	Theoretical essay.	Discussion of factors that interfere in the teaching career related to work environment, life quality in work, political, personal and family influences.	School context presented distressing and worrying situations and suggested that stress, fatigue, absences related to the work and career leaving. Suggested focus on studies that social, environment and individual parameters related to work conditions, also.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Rossi & Hunger (2012)de natureza qualitativa, objetivou-se analisar os significados atribuídos por professores de Educação Física escolar à relação entre a formação continuada e as etapas do desenvolvimento profissional. Foram realizadas entrevistas semiestruturadas com oito professores da rede pública estadual de Bauru/SP. Os dados foram analisados seguindo o referencial teórico de Huberman (2000)	Brazil	2 females 6 males	L	Semi-structured interviews.	Relation between teacher continuing education and professional development stages.	Early stage: improvement of pedagogical practice. Stabilization stage: problems solve in educational context and academic knowledge share among peers. Diversification stage: pedagogical content and skills update based on educational innovations. Serenity/exit: perception of to attend training activities in non-school context.
Sum & Dimmock (2013)	Hong Kong	5 females 6 males	L	Semi-structured interviews and diaries.	Investigation about career aims and how primary school physical education teachers in Hong Kong describe and conceptualize their career focused on overload and multiple roles.	Disadvantages can be overcome using adaptation intrinsic of their job and crossing the limited scope of their work, meaning these teachers are closer to the culture and context of the organization.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Yıldız (2012)	Turkey	None	T	Bibliographic analysis.	Analysis of Physical Education and Sports courses, alumni market insertion and specific (in)balance offer/demand scenario in Turkey.	There was an overload of PE teachers labor force on Turkey market between 2004 and 2008 expressing no planning to balance supply-demand equilibrium between PET programs and market.
Both, Nascimento, Sonoo, Lemos, & Borgatto (2013)	Brazil	1.645 physical education teachers	T	Cycles of Professional Development – CDP (Nascimento & Graça, 1998), Individual Lifestyle Profile – PEVI (Nahas et al., 2000) and Elementary and High School Physical Education Teachers Evaluation Scale of Life Quality at Work-QVTPEF.	Assessment in Brazilian physical education teachers' quality of life at work and lifestyle related their career cycle stage.	Salary, working conditions, social integration in the workplace and life total space were unsatisfactory aspects presented and components in the food, stress control and physical activity were components of negative behaviors. But globally 2/3 of teachers presented positive behaviors and work satisfaction.
Silva, Palma, & Lüdorf (2013)	Brazil	8 females 14 males	L	Semi-structured interviews.	Consideration and (re) conceptualization of body and health in Physical Education teachers along the years focused in aging process.	In the gym, the professional practice was focused on aesthetics and presently is directed to health and wellness. In schools, the social aspect superimposed the health discussion.
Silva & Lüdorf (2013)	Brazil	8 females 14 males	L	Semi-structured interviews.	Discussion concerned influences of aging process in Physical Education teachers and how “maturity” affects their professional practices.	Experienced teachers expressed relative maturity in the following ways: more knowledge, more experience, posture and more security when teaching.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Both, Nascimento, Sonoo, Lemos, & Borgatto (2014)	Brazil	1.645 physical education teachers	T	Individual Lifestyle Profile – PEVI (Nahas et al., 2000) and Elementary and High School Physical Education Teachers Evaluation Scale of Life Quality at Work-QVTPEF (Both et al., 2006) under Cycles of Professional Development – CDP (Nascimento & Graça, 1998) and Life Cycles (Sikes, 1985).	Assessment in Brazilian physical education teachers' quality of life at work and lifestyle related their career cycle stage and Life Cycles.	In order to understand different moments of life of teachers, the life cycles can evidence trends in lifestyle behaviors and perceptions about work, highlighting the assessment of socioenvironmental and individual parameters of the Well Being of the Physical Education Teacher.
Flory & McCaughy (2014)	USA	2 females 1 male	L	Daily lesson observations, informal interviews, and daily formal interviews.	Occupational social-being and cultural relevance theory were used to examine how three PE teachers' personal biographies before their formal teacher education programs influenced their early careers in urban schools.	The emerged themes were exposure to diversity and family views of culture. Pre-professional socialization experiences of teachers also permeate cultural templates, biases, and values, and consequently teachers may not reflect on their teaching practices in an accurately or critically way.
Kirk (2014)	United Kingdom	1 male	L	Theoretical essay.	Self-reflections of difficulties in maintenance research and professor status in neoliberal context at corporatized universities.	To consider the hegemony of corporatization, to understand its contingency, and to foster collegiality and high-quality scholarship are main forms of deal with corporatization in PESP field.

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Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Mäkelä, Hirvensalo & Whipp (2014)	Finland	432 females, 376 males	T	Questionnaire.	Development of job satisfaction questionnaire to identify Leavers, Movers and Stayers in Finnish PE teachers and examines intentions and reasons to leave.	The majority intend to remain in the teaching profession despite face a variety of work challenges. Notwithstanding 39% of them are considering to leave the profession. Improvements in resources and collegial support may reduce PE teachers' intention to leave.
Masyagina (2014)	Russia	17 principals of youth sports schools	T	Questionnaire.	Skills, plans and possibilities in Sports Business Career in Moscow, Russia.	Types of business career and business career planning are unknown among participants and business career is perceived as a way to improve skills.
O'Sullivan & Penney (2014)	Ireland and New Zealand	2 females	L	Theoretical essay.	Responses and argumentation about generalization of physical education as marginalized in academia described by Kirk (2014).	Different of Kirks position, such as marginalized career of PE in Education School Departments, the authors stand up for a Physical Education regardless of College Department, such as Education or Human Movement Studies.
Woods & Lynn (2014)	USA	1 male	L	Semi-structured interviews, multiple informal conversational interviews, documents, lessons observations and field of notes.	From a longitudinal project, career cycle movement and environmental factors that impacted in Everett' career.	Everett showed through the years a learning-focused attitude as teacher and opposed a marginal status by building a positive narrative, in a continuous professional development, making efforts to become an invaluable faculty member, and becoming a successful coach. Receiving in this way, the admiration of his community.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Aguilar, Grau, & Prat (2015)	Spain	7 females 5 males	L	Semi-structured interviews and observations.	Concerning multicultural schools and realities that Spanish PE teachers must deal in a globalized world.	Even if all teachers expressed difficulties throughout their careers, Majority had a very positive perception of their emotional mood and their professional career in a multicultural school differing of common sense of problematic school with conflictive environment between students and teaching staff.
Flory (2015)	USA	2 females 1 male	L	Daily lesson observations, informal interviews, and daily formal interviews.	Urban school contexts were highlighted in early-career experiences of three PE teachers from cultural relevance theory analysis.	Two major themes emerged were: the mechanisms of school support, and achieving 'insider' – when teacher know culturally their students – versus 'outsider' – when teachers do not know their students culturally – status during teachers' early careers.
Furtado & Santiago (2015)	Brazil	29 females 17 males	M	Open and closed ended questionnaire.	Expectations of PE teachers' alumni comparing before and after initial graduation course.	Several teachers are already frustrated with working conditions though being in the beginning of their careers. Nevertheless, there are those who believe in possibilities for career development, such as improving working conditions or employment opportunities and higher education school's context.
Mäkelä & Whipp (2015)	Finland	103 females 131 males	T	Questionnaire	Investigation about Australian PE teachers' motivators and factors for intention to leave or stay in career.	Half (51.3%) of them is seeking for changes from their current PE teacher position and 39.8% were intending to leave PE teaching. Leaving PE is related to: non-use of expertise, workload, school administration, and lack of opportunities for personal and professional development.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Mäkelä, Hirvensalo, & Whipp (2015)	Finland	409 females 342 males	T	Questionnaire	Questionnaire about job satisfaction applied in Finnish PE teachers in order to identify factors that lead leave or stay in profession.	The factors that keep PE teachers in the profession were resources, work community, expertise, recognition of teaching, manageability of work, students and quality of work. Also, 311 identified themselves as troupers and 440 as lifers, in the context about how they believe their attitude as PE teacher.
Martins & Figueiredo (2015)	Brazil	316 alumni	M	Questionnaire	PE teachers' alumni questionnaire analysis about course trajectory and expectations of career.	The themes emerged were the need to redefine the role of Physical Education in school context, the understanding Physical Education Teacher as liberal professional; the need of PE programs updating constantly their contents and practices, according with advances and expectations of society.
Pozzatti, Ventorim, Santos, & Ferreira Neto (2015)	Brazil	87 physical education teachers	M	Open and closed ended questionnaire.	Discussion of data concerning working conditions, career time and health dimensions.	Determine health dimension is a complex process interrelated with factors involving pedagogical, professional and personal issues. Also, relationship between working conditions and career time, when analyzed separated, does not determine this dimension.
Zach, Stein, Sivan, Harari, & Nabel-Heller (2015)	Israel	26 females 19 males	L	Open-ended questionnaire and focus group	Teachers' success perceptions and how success affected their motivation to continue teaching.	The main themes and strategies used were related to organizational environmental factors. Principals and other teachers in the school associated with well-structured teacher initiation program can make this process easier for novice teachers and help them to develop their career.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Carson, Hemphill, Richards, & Templin (2016)	USA	2 females 1 male	L	Graphing exercise and Semi-structured interviews	Job satisfaction and implications for keeping committed in teaching.	In general, all three late career teachers showed satisfaction with their work. Plus, themes related to interactions with people brought feelings of satisfaction and dissatisfaction such as “the kids and control”, “our administration and marginalization” and “my fellow coworkers”.
Flory (2016)	USA	2 females 1 male	L	Daily lesson observations, informal interviews, and daily formal interviews.	Experiences of teachers and how professional socialization programs impacted their early careers in urban schools from cultural relevance.	The themes emerged were lack of coursework in socio-cultural issues, a curricular emphasis on team sports, and varying exposure to urban schools and communities during physical education teacher education (PETE). The challenges and struggles that teachers faced that were not addressed in their professional socialization programs.
Nascimento, Folle, Rosa, & Both (2016)	Brazil	41 females 32 males	T	Scale of Life Quality at Work-QVTPEF (Both et al., 2006) and sociodemographic questionnaire.	Assessment in Brazilian physical education teachers’ quality of life at work related with sociodemographic issues.	In general, teachers were satisfied in the overall assessment but dissatisfied with their remuneration. Also, those with more than four years were more satisfied in the overall assessment, while teachers with ten or more years were satisfied with career development, social relevance, autonomy and social integration dimensions.
Alfrey, Enright, & Rymne, (2017)	Australia, Canada, Ireland, Sweden, United Kingdom, USA.	17 females 13 males	L	Narratives letters	Physical Education and Sport Pedagogy (PESP) Early Career Academics (ECAs) and members of the PESP professoriate dialogued with emphasis on PESP ECAs’ experiences from different countries.	Many ECAs expressed references to the affective costs related with attempt to satisfy the enormous outputs, ethical dispositions and values and adjust to ‘the rules’ that university demands, experiencing what authors call of “crises of habitus”.

(Continued)

Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Berei et al. (2017)	USA	5 females 4 males	L	Semi-structured interviews and informal conversational interviews	Discussion about Physical Education Teacher Education multi tasks (research, teaching and service) and academic productivity demand.	The themes emerged were collaborating, finding balance, defining a research process, and maintaining a strong work ethic. Other obligations and lack of support for research were the barriers mentioned. In general, all of them demonstrated strong self-efficacy, kept high positive expectations for success and set very specific, clear, and deliberate goals. Conciliation between personal attributes and environments determined their behaviors.
Casey & Fletcher (2017)	Canada and United Kingdom	2 males	L	Self-study	Explored what kind of costs ECAs had to face struggling situations like seeking external research funding, academic life, teaching and service.	Personal and professional costs were paid in order to advance in an academic career progress, especially those related to the pursuit of funding.
Enright, Rymne, & Alfrey (2017)	Australia, Canada, Ireland, Sweden, United Kingdom, USA.	6 females 5 males	L	Narratives letters	Physical Education and Sport Pedagogy (PESP) Early Career Academics (ECAs) and members of the PESP professoriate dialogued with emphasis on professoriate responses and advices about academic world.	The structures and dynamics, and most valued capitals within universities context across the world express more similarity than differences. Three broad themes emerged as constructions of the university, constructions of PESP and constructions of self.
Iannucci & MacPhail (2017)	Ireland	4 females 1 male	L	Semi-structured interviews and living graphs	Individual dispositions and workplace factors that impacted their careers.	Individual dispositions and contextual factors influence the career trajectories of PET in many ways. Also, as longer they teaching, they moved away from their initial PET identity.

(Continued)

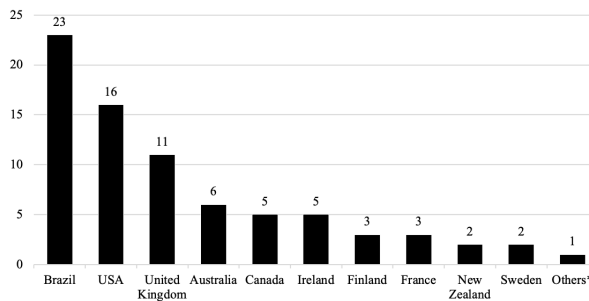
Table 1
Articles included discussing Physical Education and Career (Continuation)

Author	Country	Participants	Type*	Methodology	Main contents	Findings
Stylianou, Enright, & Hogan (2017)	Australia and New Zealand	8 doctoral students 7 early career researchers	L	Online questionnaire, Conference session and Semi-structured interviews.	Perceptions of PESP doctoral students and early career researchers about learning process to be researchers.	While the importance of developing such generic research skills as writing, grant writing and presenting at conferences were expressed, participants also seek for PESP-specific skills and dispositions, including particular orientations towards research impact, and the development of research culture.

Source: authors

* Type of Study: Qualitative = L, Quantitative = T, Mixed = M

Qualitative articles represent 58% of the results, 26% are quantitative and 16% employ mixed methods. This finding It shows the will of hearing from the professionals in depth processes' elements and meanings that have occurred in their careers. Notwithstanding, this review can show a worldwide scenario about PE and career. The results express data from United Kingdom, USA, Australia, Flanders, Italy, Germany, France, Ireland, Portugal, Czech Republic, Canada, Hong Kong, Turkey, Finland, Russia, New Zealand, Spain, Israel and Brazil. This comprehensiveness can help PE teachers to understand their roles and witch stages and perceptions of career they are. Among these countries, Brazil, USA and United Kingdom have been showing more dedication and worries about PEP' careers, as show in Figure 2.



* Czech Republic, Flanders, Germany, Hong Kong, Israel, Italy, Portugal, Russia, Spain and Turkey.

Figure 2. Studies coverage per country.

A special attention must be given to the oldest result found. At first, because Jenkins (1974) treated Physical Education as a career exclusively addressed to men. Although his work did not mention gender aspects, Webb and Macdonald (2007a, 2007b) and Bloot (1996) discussed specifically about women in PE and their underrepresentation or struggling development. At second, he highlighted that Physical Education is a marginalized area/profession. Later, others articles discussed the same statement about PE in British scenario (Carson et al., 2016; Sparkes et al., 1990; Templin et al., 1994). Otherwise, Sum and Dimmock (2013) did not find this kind of perception among PE teachers in Hong Kong, related to cultural teaching profession aspects in this country and specially due versatility of their roles. At the end, long time before teacher's life cycle theories, the author foresees quitting factors that could impact in PE teachers.

In school context, the main issues raised were student behavior (Hebert & Worthy, 2001), marginalized profession (Carson et al., 2016; Sparkes et al., 1990; Templin et al., 1994), low salary (Both et al., 2007; Farias & Nascimento, 2012), attrition (Hardy, 1999; Mäkelä et al., 2015), workload (Mäkelä et al., 2014; Mäkelä & Whipp,

2015)376 men, physical issues (Bizet et al., 2010), quality of life (Lemos et al., 2007), job satisfaction (Both et al., 2013; Carson et al., 2016) and start teaching (Gonçalves et al., 2007; Hebert & Worthly, 2001; Zach et al., 2015).

In a special way, attrition has been present in this result, but burnout did not. Even when not related as a factor to stay or leave profession (Richards, Washburn & Hemphill, 2017), obviously that an exhaustive attrition can converge into a burnout status, emphatically among teachers (Castillo, Álvarez, Estevan, Queralt & Molina-García, 2017; Santos, Teixeira & Queirós, 2018; Skaalvik & Skaalvik, 2011), including universities teachers (Yu, 2017).

Ages and stages of development are not in accordance between teacher's life cycles theories. Some of them organized this cycles on years of teaching (Fessler, 1985; Huberman, 1995; Mäkelä, 2014; Nascimento & Graça, 1998) while the other does it on chronological age (Sikes, 1985). It is possible to use Lindström (1998) career stages classification like early-career (20-34y), mid-career (35-50y) and late-career (50-65y). One of the most convenient division is suggested by Sparkes et al. (1990) classification divided in: student teachers; inductees-probationers (1st year of teaching); early career (2-7y); mid-career (8-19y); late career (20+y and still teaching physical education); and retirement, divided in retired from physical education but employed in schools, retired from career in teaching/school employment and career changes.

Anyway, those cycles express phases that PE teachers perhaps will face but did not express possible paths for development in other areas, with exception of administrative positions. This educational context led to suggest that PE teachers will only teach PE classes, be sports coaches or assume (hardly) administrative school positions during their PE teacher's career. Even if, Coldwell (2017) affirming that professional development contribute for retention in teacher's profession and career progression, schools systems are in several ways, tied in Weber's (1947) bureaucratic model (Hoy & Sweetland, 2000, 2001). Considering this, teacher's career movements will be determined by bureaucratic institutional model as well.

Sports Pedagogy and Training context

Concerned with this context, PE alumni tracking was the major theme emerged in four main barriers: difficult to reach all professionals; express the accurate path; classify their jobs; and guarantee their market insertion (Furtado & Santiago, 2015; Maças et al., 2009; Martins & Figueiredo, 2015; Votík, 2009; Yildiz, 2012), especially because PE does not have the same regulations laws in every country (Taks et al., 2003).

Results shown also, that over the years those professionals swap focus from aesthetics performance to health issues related to exercises (Silva et al., 2013).

Academic context

About PE academics, first of all, to attend a high prestige department is a good way to be part of collegiate teacher in high departments of universities (Massengale & Sage, 1982). Also, neoliberalism in universities guiding researches is a main subject that PEP must deal in their academic careers (Alfrey et al., 2017; Casey & Fletcher, 2017; Enright et al., 2017; Kirk, 2014; O'Sullivan & Penney, 2014; Stylianou et al., 2017). Multitask in university chairs is another issue among PETE, like teaching, service, looking for funding sources and research (Berei et al., 2017; Casey & Fletcher, 2017).

However, there is some light in the end of the tunnel. Collaborative plans, collective and networked mentorship, self-efficacy, held high and positive expectations for success and set very specific, clear, and deliberate goals, learning from others and how your institution works are some advices for PETE/ECAs (Alfrey et al., 2017; Enright et al., 2017; Kirk, 2014). Actually, 'that' academics 'phase(s)' are opportunities of experiences that ECAs must experience and enjoy connections with academic/learning groups (MacPhail, 2017).

Business & Administration context

Only Masyagina (2014) discussed PE under this context. It is understandable that in other countries there are specific undergraduate or complementary courses in that area (Maças et al., 2009; Taks et al., 2003; Votík, 2009). But it is possible to develop a career in non-educational context as business or administrative works rather private – as health or social clubs, gyms, sports centers, non-governmental organizations (Winand, Scheerder, Vos, & Zintz, 2016) – than public context – as social or health projects under local, state or federal government supervision. Both aspects present possibilities of knowledge development and market insertion.

Possibilities in entrepreneurship in Physical Education and Sports area should be considered in 21st century. Specially because entrepreneurship education in Physical Education provides new skills and knowledge, values, certainty sense regarding career progression, independence, self-sufficiency and self-employment (Ratten & Jones, 2018). This way, competencies, skills and attitudes (Durand, 2006) must be pondered during the development of this professional (Baartman & de Bruijn, 2011), mainly because market opportunity area also makes easier innovation and start-ups as a career (P. Jones, Jones, Williams-Burnett, & Ratten, 2017; Ratten & Jones, 2018).

Although none results brought results related entrepreneurship in Physical Education and Sports, many studies had been discussed this subject (P. Jones et al., 2017; Ratten, 2010, 2011a, 2011b, 2012, 2016; Ratten & Ferreira, 2017; Ratten & Jones, 2018).

Other considerations

Although longitudinal methods have been suggested by several authors (Farias & Nascimento, 2012; Martins & Figueiredo, 2015; Roux-Perez, 2006; Stylianou et al., 2017), two articles of Woods and Lynn (2001, 2014) discussed about teachers characteristics, those who have flexibility, self-esteem, problem solving and communication skills, sense of independence, personal control and power, realistic and healthy expectations for optimistic goals for future and resilience are more successful, despite of the difficult situations that have occurred throughout his career. Also, according to the authors this kind of method allows to understand circumstances and adversity that are imputed in PEP during their career’s cycles. As third longitudinal article, Iannucci and MacPhail (2017) found two themes that could impact teachers career trajectories in Ireland, such as “Teaching physical education and another school subject” and “The need for fulfilment through reward and recognition”. Consequently, those themes push

PE teachers over the years to withdraw from their initial PE identity in exchange for elective subject identity.

About limitations, because of the years and variety of subjects related to PE career, identify real number of participants was not possible. Additionally, in many cases the classification of method and data resources were inconsistently. The language was a huge determinant limitation, once existents Asian documents that could not be analyzed.

From those findings, it is suggested for further researches: focus on different analysis, like specific career for non-pedagogical teachers, coaches or trainers; comparison between PE profession with different professions; longitudinal studies; Asian PE careers’ review; and alumni tracking data collection. With no intention of being a final version of Physical Education area/intervention, but as guide those researches in contemporary scenario and new models of Physical Education Careers, it is possible to arrange and discuss career’s paths in specific areas as shown on Table 2:

Table 2
Career areas in Physical Education

Academic	School	Sports pedagogy and training	Business & administration
<i>Research</i>	<i>School context</i>	<i>Health area</i>	<i>Sports administration</i>
Senior research fellow	Elementary	Health centers	School of Sports
Research fellow	School	Gym	Governmental
Research supervisor	Primary School	<i>Sports area</i>	ministry
Research associate (postdoctoral associate)	Secondary School	Initiation sports camp	Gym
Research assistant	High School	training	<i>Sports events</i>
		High performance training	Organization
		Coach	Execution
<i>University and College chairs</i>		Physiologist	<i>Social clubs</i>
Professor Emeritus		Biomechanics	<i>Training methods</i>
Professor		Tactical staff	<i>Entrepreneurship</i>
Associate Professor		<i>Dance</i>	<i>Club/gym franchising</i>
Assistant Professor		<i>Recreational area</i>	<i>Social clubs</i>
Adjunct Professor		<i>Non-governmental</i>	<i>Non-governmental</i>
Lecturer/Instructor		<i>organization</i>	<i>organization</i>
<i>Administrative functions*</i>			
Dean			
Associate dean			
Director of administrative departments			
Associate/assistant director of administrative departments			
Chairmen of academic departments			
Graduate Coordinator			
Undergraduate Coordinator			

Source: authors

Conclusion

Career in Physical Education can be divided in four major areas: School, Sports Pedagogy and Training, Academic and Business & Administration. Brazil, USA and UK have been the countries more worried about PE careers. Main subjects related with PE careers is job satisfaction, quality of life, and personal and environmental factor that impact in stay or leave PE career.

There is no consensus about career model for PEP, but school context had been more studied because of initial

form of research teachers. In accordance with that, PE professional had in his/her PE training during the graduation “to teach” as action and “Physical Education” as content to be taught (Bracht, 2010; Rangel-Betti & Betti, 1996; Soares, 1996). Otherwise, careers in Business & Administration and Sports Pedagogy and Training must receive attention.

It is also essential to understand market movements and laws in order to take advantages in opportunities of the professional insertion, mainly because neoliberalism and pseudo professionals are taking PE functions of health and educational area (Macdonald, 2011).

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