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SCHOOL PHYSICAL EDUCATION IN THE RURAL AND URBAN CONTEXT

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SUMMARY

The realization of this article has considered the pedagogical aspects of school physical education proposed by Bonilla (1996) where he conceptualizes the decadent, dominant and emerging pedagogical aspects during physical education practices. Multiple case studies have been used as research methodology, supported by non-participant observation and interviews with the pedagogical practices of 17 teachers from different public educational institutions in the department of Antioquia. The objective of this study has been framed in comparing the pedagogical aspects based on the reports and observations of physical education classes in 17 rural and urban educational institutions in Antioquia. The results have shown some important differences depending on the context. For the analysis of the results, the categories raised in the pedagogical aspects were used, as well as their subcategories in rural and urban contexts. In the decadent side, the practices of direct command, the assignment of tasks and the reproduction of movements were analyzed; In the dominant side, the subcategories of competence, technique and physical performance were identified. And, finally, in the emerging pedagogical aspect, the care of the body and sport as a social achievement stand out. Differences and similarities were found in terms of educational practice, with limitations in teaching materials, infrastructure and accessibility to information highlighted. At the same time, the interest of teachers, both in rural and urban environments, in generating educational processes with a social and community focus is identified. In conclusion, the diversity in the contexts in the face of physical education practices is evidenced, in both environments the need for improvement related to the development and adaptation of appropriate spaces for the conceptual and procedural development of the physical education class is highlighted. It is suggested that scientific research related to educational praxis in rural areas be carried out.

KEYWORDS: School Physical Education, Rural and Urban Context, Physical Performance, Competence.

1. INTRODUCTION

This article responds to the results found in the research carried out at the Jaime Isaza Cadavid Colombian Polytechnic entitled "Pedagogical aspects of teaching motor development in schools and university programs of Bachelor's Degree in Physical Education" carried out in 2025. This has focused on 17 public educational institutions in the department of Antioquia, both rural and urban. The classes of the teachers in charge of the physical education area of the same have been addressed, observing their methodology and dialoguing around it at the time of finishing their master praxis. In the midst of carrying out this research, the above is relevant since from the sociocultural practices that students in the midst of their environment are forced to preserve and perform, this allows them to generate differentiated physical characteristics related to their skills and abilities. The importance of carrying out this research is highlighted due to the scarce existing information and the evident isolation faced by some rural communities compared to urban ones within school Physical Education classes, since in Colombia there are not many studies on this topic in the child population in official educational contexts (Reyes et al., 2021). A rural school is one that is made up of small populations of approximately 1000 to 2000 inhabitants, located in rural areas or areas with a rural tradition (Ferrando, 2019). In this sense, Tarazona (2023) points out that reducing the gap between rural and urban education in Colombia continues to be a challenge, as inequalities in educational opportunities, technological limitations, and a lack of curricular contextualization still persist that affect the quality of rural schools. In the same vein, Bustos (2011) states that rural schools have always lived in the background behind the ordinary standard model, without taking into account their own reality.

Thus, it is of interest to reflect on the current educational situation in accordance with school physical education and, for the realization of this research, the approaches around public education, physical education and pedagogical aspects are taken up as categories.

Public education in Antioquia goes through various phenomena that significantly transform the teaching-learning processes in school. Issues such as context and family permeate the school environment and determine both success and adherence to social construction processes. This social construction should aim for educational agents, based on the knowledge transmitted, to build their own ideas, acquire tools for problem solving, and be proactive

and critical of their reality (Skliar, 2019). Thus, the school is conceived as a space not only for the transmission and acquisition of knowledge, but also of tools and skills for life. Studies on sociomotor skills, for example, allow class purposes to be oriented towards social and psychological problems through bodily experiences that strengthen socio-emotional skills such as empathy, cooperation, and emotional regulation (Herrera & Benjumea, 2024; Mujica et al., 2024). The urban and rural school context in Antioquia must respond to the needs and problems of each territory. Sometimes, this is not true in a rural context due to limited access to information and technological means, which is why the gap between urban public education and rural public education becomes wider. It is observed that urban schools, in terms of infrastructure, are far from rural schools, where the spaces and conditions are insufficient for quality education to be carried out. Quality education encompasses not only physical and infrastructural aspects. It also has to do with the training and training of teachers in the various educational areas and the ideal mastery and approach for there to be true learning. In the same way, it has to do with administrative, governmental and state support that facilitates, through comprehensive improvement projects, a significant training for students. Previous studies on physical education and rurality show an interest in topics such as the improvement and development of health in a context of fewer possibilities and resources (Cluss et al., 2016; Cornish, Askelson, & Golembiewski, 2016; Kubayi & Surujlal, 2014), lack of physical activity and obesity (Newton et al., 2011), sedentary lifestyle (Regis et al., 2016). The research panorama of rural education draws a negative conception of this context by focusing mainly on social problems related to health and not so much on its potentialities.

In the school environment, physical education class plays a key role in the acquisition of skills, abilities, and abilities that allow students to grow normally and appropriately according to their age, gender, and context. On this, Lucea (1999) mentions that the educational work related to physical education must fall on inherently and globally enhancing the action and the processes of perception and cognitive learning that each activity entails. However, at present this field faces important challenges that must be assumed with commitment and determination by the responsible teacher, who acts as a knowledge manager both in the classroom and in the spaces where practical activities are carried out. Physical education is an essential area of knowledge, since it enables the physical and human

formation of students in a specific environment. According to the MEN (2022), Physical Education, Recreation and Sports (EFRD) occupy a central place in personal, cultural and social training, constituting a fundamental axis of human development, nation-building and society. This area is based on bodily existence and on the relationships that the individual establishes with himself, with others and with his environment, expressing itself as a social practice aimed at the integral development of the human being.

In addition, it is observed that physical education is constantly evolving and with it the corporal practices that teachers develop with their students in the different training spaces. When considering the evolution of the educational curriculum and practices in the physical education class, the need arises to identify the relationship of educational teaching according to the pedagogical aspects of physical education. "However, it does not have the same value or meaning, and a classification can be made according to its degree of presence in the educational reality" (Bonilla, 1996, p. 29). In accordance with the above, in order to establish a classification, it has been necessary for teachers to develop various teaching processes that allow distinguishing each of these. In this sense, Bonilla (1996) proposes three pedagogical aspects of the teaching of physical education, which are: decadent, dominant and emergent. The decadent aspect is characterized by the fact that the teacher focuses his attention only on the body, on its strengthening and on the repetition of movements directed by it. The dominant one, on the other hand, is related to the sports field, where sport is conceived as an end in itself and not as a means, seeking that children and young people master specific techniques and achieve sporting achievements, promoting sport as a symbol of social success. Finally, the emerging aspect emerges in schools as a conception that prioritizes human movement in a flexible and adaptable way, orienting the teaching work towards the motor, psychomotor and sociomotor development of students with the purpose of favoring their comprehensive training.

For this reason, this study aims to compare the pedagogical aspects based on the reports and observations of physical education classes in 17 rural and urban educational institutions in Antioquia.

2. METHODOLOGY

Study Design

The method used was the multiple case study as a didactic phenomenon to be observed that follows

consistent and sequential patterns of behavior (Stake, 2005), marked by specific and defined limits (Gundermann-Kröll, 2013). This method allows exploring more than one unit of analysis and comparing, finding similar and differential patterns among a moderate number of cases (Ragin, 2011). The study included teachers from 17 public educational institutions, who previously received the semi-structured interview script that consisted of three segments in which the dominant, decadent and emerging pedagogical aspects were discussed during physical education class. A qualitative observation sheet was also applied for the registration of one class per educational institution. The file consisted of three segments where the roles of the teacher were observed with respect to the emerging, dominant and decadent side, describing the observed reality and recording the reflections of the researchers.

Information Collection and Participants

The sociocultural scenarios were 17 public educational institutions in the department of Antioquia chosen randomly. Municipalities in the department such as: Marinilla, Guarne, Titiribí, Sabanalarga, Ebéjico, San Jerónimo, San Pedro de los Milagros, Caldas, La Pintada, El Carmen de Viboral, San Vicente Ferrer, Venecia, Itagüí, Bello, Medellín stand out, considering public education institutions as inclusion criteria. The work unit constituted by subjects with informant characteristics were the tenured teachers of the Physical Education area belonging to urban and rural educational institutions, to whom the semi-structured interview script and the observation protocol (ad hoc) were applied. In total, 17 face-to-face interviews were carried out, lasting an average of forty minutes. The questions in the interview script were open-ended, which allowed access to the subjective and experiential world of each interviewee. For Yuni and Urbano (2005), the interview is a useful instrument for gathering information and understanding the subjective world of the research participants. The semi-structured interview script consisted of 11 open-ended questions focused on the three main categories: decadent, dominant and emergent pedagogical aspects. The people who conducted the interview were teachers and student researchers in the area of physical education. In a second moment, a qualitative observation guide was applied to the classes of the same 17 teachers. Similarly, the guide was designed with the same three categories in mind in order to describe and reflect on them. The Direct Observation Sheet was chosen because, in addition to the reports, direct records of the practice were

required. Observation allows us to take the sequences of meaning, that is, the parts in which a topic begins, develops, and culminates within the registers (Crotte, 2011). As it was a didactic research, being able to triangulate the stories with what the teachers actually do in class was ideal.

Data Analysis

To perform the data analysis, the atlas ti software in version 19 was used. Direct observations and interviews, which were transcribed verbatim, were applied a deductive thematic analysis to generate categories from the data, taking into account the influence of the pre-existing theoretical framework, which allowed the analysis to focus on specific aspects of the information collected (Arbeláez & Onrubia, 2014). A network was built that shows the conceptual structure of the pedagogical aspects and their respective subcategories, evidencing the relationships and associations that are established between them.

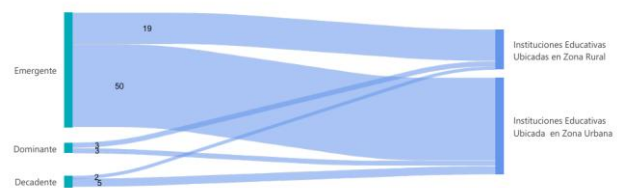
3. RESULTS

In the results section, we consider the pedagogical aspects of school physical education and also the development of public education in the department of Antioquia, understanding rural and urban contexts. In order to respond to the objective set out in this research, the following approaches are described below. Sankey's diagram reflects not only the relationship between the pedagogical aspect and the geographical location of educational institutions, but also the contextual conditions that influence the development of these aspects. In the case of institutions located in urban areas, there is a predominant trend towards emerging approaches, which is associated with a more favorable environment for educational innovation: availability of materials, access to technological resources, teacher training opportunities, and greater flexibility in the organization of class time. These conditions allow pedagogical practices to be oriented towards experimentation, the integration of active methodologies and the link with the social and cultural environment from a critical and creative perspective.

In contrast, institutions in rural areas face constraints that condition the implementation of innovative pedagogical approaches. The scarcity of teaching and technological materials, together with more restricted or fragmented class times, makes it difficult to put into practice emerging proposals that demand greater preparation, resources and continuity. In addition, there is still a stigmatization

of pedagogical work in the rural classroom, where school activities are usually subordinated to the realization of cultural or community events. Although these events are valuable expressions of local identity, their overvaluation can divert attention from the continuous training process and limit the time allocated to the development of sustained pedagogical skills and projects.

Thus, the relationship between pedagogy and geographical location reveals a structural tension: while urban institutions have the conditions to strengthen emerging pedagogical practices, rural institutions must adapt to a context where resources, time and recognition of teaching work are restricted. However, the presence of rural institutions with emerging features shows that, despite the difficulties, there are significant efforts to transform education from a situated perspective, seeking to balance cultural tradition with pedagogical innovation.



Sankey's diagram shows the relationship between the pedagogical subcategories of the decadent aspect of task assignment, direct command and reproduction of movements and the geographical location of educational institutions, whether in urban or rural areas.

Broadly speaking, these three subcategories represent traditional and directive forms of teaching, focusing on one-way instruction, pattern repetition, and mechanical performance of activities. These practices, typical of a pedagogy with a low level of innovation, persist in both urban and rural contexts, although with differentiated nuances according to the conditions of the environment.

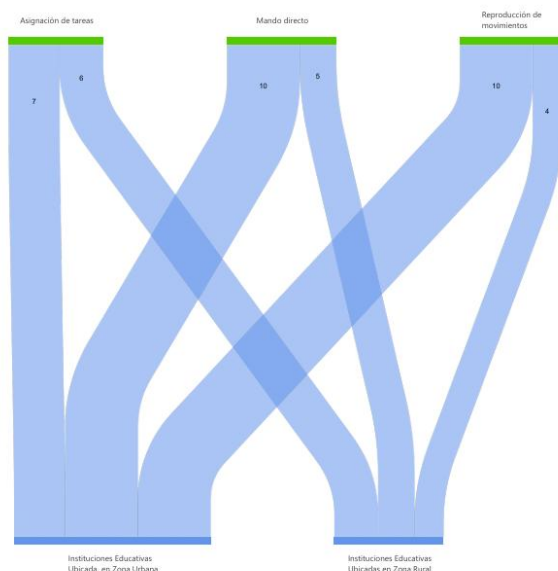
The subcategory "task assignment" appears to be strongly linked to urban institutions, reflecting a practice focused on delegating individual or group activities as a means of controlling learning. This approach tends to prioritize the fulfillment of activities over reflection or creativity, evidencing teaching based on productivity and quantitative evaluation rather than on meaningful understanding.

For its part, "direct command" is associated with both areas, but with a greater presence in rural institutions. This method reflects an authoritarian pedagogical model, where the teacher maintains total control of the teaching and learning process. In the rural context, this predominance can be explained by

structural factors such as the lack of teaching materials, the scarcity of technological resources and the need to maintain order in multigrade groups or with limited space. These conditions force teachers to resort to more directive strategies to guarantee the attention and participation of students.

Finally, the "reproduction of movements", understood as a practice based on the imitation or mechanical repetition of actions, shows a relevant presence in both rural and urban areas. In rural areas, this practice may be influenced by a lack of resources and specialized pedagogical training, which leads to a prioritization of simple demonstrative methods. In the urban sphere, its persistence suggests an inertia of traditional models that still coexist with attempts at educational modernization.

Overall, the diagram shows that, within the decadent pedagogical aspect, the practices of direct command, assignment of tasks and reproduction of movements remain active in both contexts, although they respond to different causes: in rural areas, as an adaptation to material and time limitations; and in the urban sphere, as a manifestation of rigid school structures that are inflexible in the face of change. These trends reflect the need to rethink teacher training and pedagogical models, so that we move from teaching focused on instruction and repetition to a participatory, critical and contextualized pedagogy.



Sankey's diagram illustrates the relationship between the subcategories of the dominant pedagogical strand sport as a social achievement, development of sports techniques and sport as a stimulus for physical abilities and the geographical location of educational institutions, differentiating between urban and rural areas.

In this dominant aspect, a pedagogy that maintains a traditional approach to the teaching of sport can be appreciated, focused on performance, discipline and competition, although with slight adaptations depending on the context.

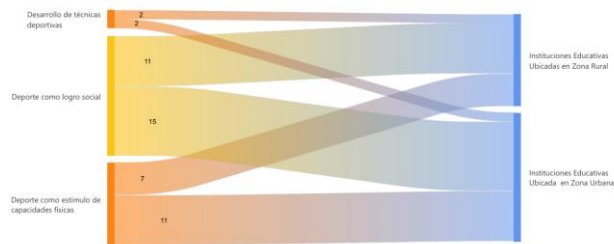
The subcategory "sport as a social achievement" appears as the most representative and with presence in both contexts, which reflects the importance of sport as a means of recognition, integration and prestige both individually and collectively. In urban areas, this vision is usually linked to institutional competition, intercollegiate tournaments and the search for visible results; while, in rural areas, sport is more associated with community cohesion, local celebration and collective participation. In both cases, the idea of sport as a way to success and social belonging predominates rather than as a pedagogical space for reflection or comprehensive training.

On the other hand, the subcategory "development of sports techniques" is underrepresented, especially in rural areas. This can be interpreted as a consequence of the limited availability of infrastructure, materials and specialized technical training in these institutions. In urban environments, technical teaching of sport is more prevalent thanks to access to coaches, adequate facilities, and structured programs, allowing for a greater emphasis on technical precision, mastery of the body, and specialization in specific disciplines. In rural areas, on the other hand, teaching tends to be more generalist and functional, prioritizing participation over technique.

Finally, the subcategory "sport as a stimulus for physical abilities" is manifested significantly, especially in urban institutions, although it also has a presence in rural areas. This approach relates to the traditional role of sport as a means of improving fitness, body discipline and health. In practice, it represents a pedagogy focused on physical training and performance control, where the body is conceived as an instrument of functional development rather than as a space for expression or integral learning.

In short, the dominant trend maintains an approach to sport based on the reproduction of classic teaching models: competition, technique and physical performance. In the urban context, these practices are enhanced by infrastructure and institutional recognition, while in the rural context they are adapted to the available resources and the social function of sport as an element of community unity. The diagram as a whole suggests that, although there is a positive assessment of sport in both environments, its pedagogical approach

continues to focus on the social and physical function rather than on its formative and critical potential.



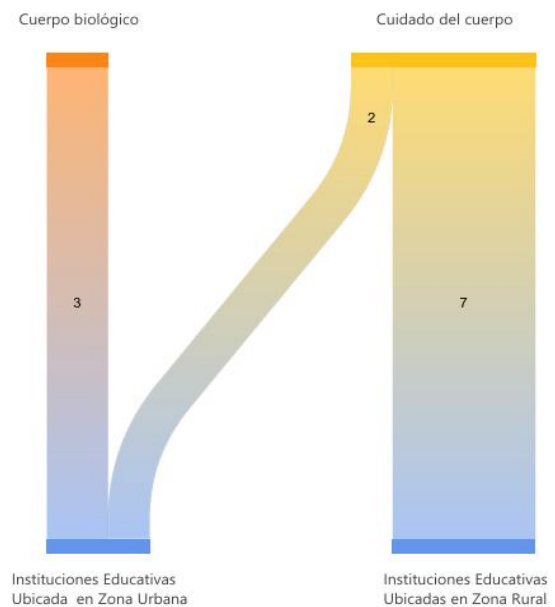
Sankey's diagram shows the relationship between the subcategories of the emergent aspect biological body and body care and the geographical location of educational institutions, differentiating between urban and rural areas. This aspect reflects an ongoing pedagogical transformation, where the body is no longer conceived solely from its physiological dimension and begins to be integrated as an essential component of the student's integral development.

The subcategory "biological body" is mainly associated with urban institutions, indicating a tendency to approach the body from a scientific, anatomical, and functional perspective, related to knowledge of the organism and physical health. In this approach, the body is understood as a system that must be kept in balance through exercise, hygiene and food, which coincides with environments where there is greater access to educational resources, biomedical information and school health programs. However, this treatment tends to maintain an instrumental and descriptive character, focused more on knowledge of the body than on body experience or awareness.

On the other hand, the subcategory "body care" appears with a more significant presence in rural institutions, reflecting an understanding of the body linked to daily experience, prevention, and comprehensive well-being. In this context, body care is related to healthy habits, harmonious coexistence with the environment and the appreciation of the body as part of the balance between work, health and community. Although material constraints may restrict the implementation of structured physical education or health programmes, rural practices tend to integrate body care as part of daily life and cultural activities, promoting a more natural and contextualised relationship with the body.

Overall, the diagram shows that a pedagogical transition is taking place within the emerging side: urban institutions are moving towards a recognition of the body from the biological and scientific perspectives, while rural institutions are approaching it from the perspective of care and lived experience. Both perspectives contribute to

overcoming traditional views of the body as a mere object of physical performance, orienting towards an education that recognizes its integral, affective and social dimension. However, the consolidation of this aspect requires strengthening the dialogue between scientific knowledge and cultural practices of care, so that the body is understood not only as a biological structure, but as a space for identity, well-being, and learning.



4. DISCUSSION

For the analysis of results, the main categories, their subcategories and rural and urban contexts were used as central axes.

In relation to the decadent category, three subcategories were analyzed: direct command practices, task assignment and movement reproduction. The presence of these traditional styles responds to different factors depending on the context. In rural areas, it appears as an adaptation to material and time constraints. In the urban environment, it appears as a manifestation of rigid school structures that are inflexible in the face of change.

In the dominant category, three relevant subcategories were identified: competence, technique and physical performance. It was found that, in the rural context, these practices are adjusted to the available resources and the social function of sport as an element of community cohesion, while in the urban context they are strengthened thanks to infrastructure and institutional recognition. Together, both contexts showed a positive assessment of sport, pedagogically approached from social and physical dimensions.

The emerging aspect reflected that the two environments presented different approaches. In the urban one, the body is understood from a biological and scientific perspective, while in the rural one, it is assumed from care, experience and daily experience. This difference suggested that progress towards more comprehensive and humanistic approaches depends, to a large extent, on the resources, teacher training and sociocultural conditions of each environment.

Consequently, with these categories, their derivatives and contexts, similarities and differences were found with respect to educational processes, which were permeated by limitations in didactic and structural materials and in access to information. On the other hand, educational agents have sought other types of social and community practices and teaching models to carry out educational and pedagogical practices, referring to rural areas. While in the rural context, greater limitations were evident compared to those of the urban context, where there are more opportunities for both students and teachers, since they have better infrastructure, more materials in better conditions and better access to information. However, studies such as those by Amador et al. (2018) indicate that children in rural areas have better levels of Real Motor Competence than those in urban areas.

These environments are permeated by totally different socio-educational practices. Durkheim (1973) points out that education takes different forms according to social and territorial differences, showing that teaching in urban contexts is not the same as that received by rural populations, since each social group reproduces through education its own values and ways of life, which teachers have to consider at all times. Since in these two contexts there is a constant tension between tradition and innovation. Due to these contextual differences, the teaching of physical education in rural areas demands creativity on the part of teachers and involves taking advantage of the available natural resource (Rendón, 2024), creating didactic resources that are found in the environment (Hu et al., 2021).

The three pedagogical aspects are not completely opposed, but coexist and dialogue with each other, configuring a diverse pedagogical panorama. In rural and urban educational contexts, it was observed that students shared similar needs, although the ways of coping with them differed according to their environment. In rural areas, families have resorted to agricultural practices as a means of subsistence, and in some cases this has been articulated to pedagogical practices that stimulate physical activity from

livestock, crafts, and agriculture (Leyton et al., 2022).

While in the urban context, socio-educational practice has become more acute, not only in terms of materials but also in the affective and community referents that favor learning. This reality highlights the importance of developing inclusive and transformative pedagogical practices, which promote the expression, recognition and construction of life alternatives beyond the limitations of each context.

Taking into account the teachers' reports and based on the observations made of physical education classes, it was found that education in the urban context tends towards emerging pedagogical approaches, supported by more favorable spatial conditions and materials. In the same way, in an urban environment, pedagogical innovation has become easier due to greater access to technological tools and means, coupled with more thorough training of the teaching staff, which guarantees quality teaching-learning processes. In this sense, urban public education establishes scenarios for the construction of innovative learning experiences, aimed at reflection, where the use of resources, infrastructure and the knowledge of teachers in their area are key to a conscious, reflective and dynamic construction of knowledge. Regarding rural schools, some teachers reported the shortcomings in terms of teaching and technological materials to develop their classes. Also, the reduced and segmented times of motor practices and how this tests their sense of creativity to overcome the difficulties that the environment presents. However, the rural school invites for better development and use of natural spaces and proposes to unify the curricular content to the culture of each sector and enrich the training process (Ferrando et al.; 2019). However, this can represent a risk because the focus of attention can be excessively turned towards the cultural, thus neglecting the development of physical skills and other curricular objectives. In contrast to the above, the socio-geographical context reveals a structural distinction: urban schools have advantages for innovation compared to rural schools, where there are great limitations related to resources, class duration, and teacher training. Despite this, some rural educational institutions show that it is possible to carry out innovative pedagogical processes respecting the tradition and customs of a specific context and make use of these elements to promote significant educational changes. These results are related to the approaches of Jiménez, J (2020) who highlights the importance of contextualized educational innovation. Hence the need for public

policies that ensure pedagogical renewal from various angles such as infrastructure, resources and teacher training and thus make urban and rural school transformation a reality.

The teacher is in charge of developing knowledge in the educational and social environment, hence its importance in creative and corporal development in the classroom. Thinking about pedagogical praxis requires the teacher in charge to inquire and analyze how and why to approach their bodily practices in a certain way. In the results of this research, it is possible to observe the multiple methodological and practical actions that each of the teachers of the educational institutions carries out in their classes. In the findings on the decadent pedagogical aspect, it is necessary to think about school and teacher training González (2019, p. 115) emphasizes "the commitment of the professional in the continuum of his or her work, or what is traditionally known as permanent training; seen in this way, the reflective professional has a constant mission of updating in accordance with the dynamics of his professional role and the social context". understanding this as the possibility for students to acquire much more practical knowledge adapted to current needs. Thinking about the education of students requires thinking about their context, Freire in *Pedagogy of Autonomy* mentions the importance of the experience of students in their teaching practice, understanding this as an opportunity to generate ties between the teacher and the student, but at the same time, create quality knowledge in the school. In the formative practice of physical education, teachers use tools for the training of students which allow the creation of innovative knowledge, in these practices sports are committed to as a social purpose in which the educator focuses teaching with the transformative idea, but at the same time, the improvement of infrastructure and sports scenarios is suggested in rural environments which provide teachers and students with protective social environments through the practice of sports for life. From the didactics located in the emerging aspects, there is evidence of significant progress in the reproduction of pedagogical models, in which, in both contexts, urban and rural, the teacher makes a reading of the reality that students go through and proposes strategies aimed at overcoming their personal and social challenges, focusing attention on the body and individual needs. This is observed in a positive way since it allows a transition in current education. However, Chairez et al (2016) highlight the responsibility of the teacher in the teaching process, but at the same time, they identify four relevant

actors in the educational processes, which are: the school, the personal context, the teacher, and the state. This is considered relevant since educational work is a set of actions that integrate the other actors involved in it.

This article responds to the collection of information using the guided interview with teachers, on this Hernández (2014) states that the beginning and end of an interview is not clearly defined, even interviews are usually flexible allowing the interviewee to give his or her personal position, likewise, observation implies entering the social context always from a critical and reflective stance of each of the realities that emerge in the contexts observed. Through these tools, information is collected, which creates the generation of scientific knowledge that is later analyzed in order to account for these results.

In carrying out this research, different difficulties were found specific to each context. One of them was related to the number of visits made to the educational spaces, which made the in-depth reading of each environment and its dynamics more complex. Likewise, a single visit to an educational space conditions the findings related to patterns and trends, so the interpretation process became more arduous and complex. Based on the above, it is necessary to carry out longer processes of observation and collection of information that allow us to account, in a way that is closer to reality, the particularities of the school from the urban and rural levels in order to acquire a greater understanding and contextual location. It is recommended, in future research, to address urban and rural educational contexts in a committed way, since there is little information on this topic. The above, with the intention of understanding what the pedagogical processes of each territory are like and how they could be articulated and complemented each other to enrich the training processes.

5. CONCLUSIONS

The diversity that occurs in the contexts where physical education is developed is evident: each institution is different in the midst of its pedagogical practices and each teacher has their tools and uses them in order to generate their educational praxis in the school. Thus, there are also contextual diversities in the territories where physical education has an influence: from the teachers' reports, it is evident that rural education contexts usually present difficulties in terms of the accessibility of educational spaces, didactic materials and technological tools for the adequate development of the class. At the same time,

it is evident that in the urban environment the construction of significant learning experiences is sought by generating the use of the resources available. In both contexts, the need to improve educational quality is highlighted, an improvement that is related to the development and adaptation of optimal spaces for the conceptual and procedural development of the physical education class.

The interest and concern for the didactic and methodological actions to be developed by physical education teachers in both educational contexts is highlighted, this being a reflection of an educational and transformative commitment in the school. In addition, the teacher's concern for the realization of a contextual reading of the environment in which the students develop in order to complement and

nurture the training process with a perspective of overcoming personal and social challenges from the attention to their corporal and individual needs is highlighted. There is a transition towards inclusive, critical and conscious educational models of body care and experience in teaching and learning processes in which the body and movement are means of individual and collective expression.

Finally, the need for scientific research in the rural environment on the perspectives of the body, movement and physical education is highlighted, since due to the Colombian peasant context it is necessary to expand knowledge about these rural communities and their cultural, social and corporal manifestations.

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