

Current context of Physical Education teacher training in Chiapas; regional analysis and review

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— Abstract —

The role of the teacher has undergone significant transformations over time. In this regard, one of the essential tasks for constructing the role of teacher is to understand the configuration and purposes of education through an understanding and analysis of educational systems. Therefore, this article conducts a historical contextual review and comparative analysis of data and graduate profiles of physical education teachers in Chiapas. Using a qualitative hermeneutic methodology, researchers analyzed national and regional teacher training, admissions records, and graduate profiles from training institutions. The main findings reveal a significant evolution in physical education teacher training, with a humanistic and contextualized approach starting with the 2022 curriculum.

Furthermore, in Chiapas, the coexistence of teacher training institutions and universities in the training of future teachers generates a diversity of approaches, both pedagogical and graduate profiles. Thus, although we identified challenges related to the quality and relevance of the programs, a discrepancy between the graduate profiles is also possible. In conclusion, the need for ongoing training, the importance of regional educational research, and the relevance of conducting comparative studies at the national and state levels highlight the need to strengthen knowledge in the area and eventually inform educational policies that benefit physical education.

Keywords:

Physical education; professional training; regional studies; teacher education.

The figure of the Physical Education Teacher (Docente de Educación Física, DEF, by its acronym in Spanish) has undergone a significant transformation over time, shifting from a more traditional and militarized role to one that is comprehensive and complex. Educational policies, in constant evolution, have demanded that DEFs continuously adapt to new contexts and challenges. This evolution has been driven by growing social awareness of the importance of physical activity and health, as well as the need to educate more well-rounded citizens capable of facing the demands of the twenty-first century.

While it is true that physical education (PE, by its acronym in Spanish) has been shaped by various pedagogical trends throughout its history, the application of this knowledge at the basic education level is guided by the general objectives of physical education at the primary level, objectives that were extended to the higher education level in teacher training through the 2022 *Curriculum Plan*, a proposal known as the New Mexican School [Nueva Escuela Mexicana, NEM] (Secretaría de Educación Pública [Ministry of Public Education, SEP], 2022).

Docoing (2020) highlights the importance of understanding the configuration and purposes of education through educational systems, as the teaching profession revolves around these objectives; for this reason, educational policies exert a decisive influence on the configuration and goals of school disciplines, including physical education (PE). In this way, the general objectives established in the 2022 Curriculum Plan within the context of the Nueva Escuela Mexicana (NEM) reflect a significant evolution in the conception of PE, which has moved from more traditional approaches toward a more comprehensive vision connected to the challenges of the twenty-first century.

The NEM puts forward an educational vision centered on the comprehensive development of students, preparing them to face the challenges of an increasingly complex world. Physical education, by promoting the development of motor, social, and emotional skills, plays a fundamental role in this process. This new conception of PE implies a paradigm shift in teaching practice, which must be oriented toward developing key life competencies.

The NEM calls for a reconceptualization of education as a process that extends beyond the simple transmission of knowledge. In this sense, the DEF must approach teaching and learning reflectively, equipping students with the tools needed to navigate an increasingly complex and dynamic professional and social world. Future DEFs must therefore be shaped by a professional profile that aligns with the demands of educational policies and official training frameworks in Mexico (SEP, 2022). Beyond this, the contribution of regional studies proves invaluable, as it is essential to take into account the context in which teachers carry out their educational practice.

The set of characteristics, traits, and competencies that define the DEF's profile is outlined in the document *Marco para la excelencia en la enseñanza y la gestión escolar en la Educación Básica* [Framework for Excellence in Teaching and

School Management in Basic Education] (SEP, 2019), which is organized around four domains with corresponding indicator criteria: 1) Ethical Commitment: Professional Improvement, 2) Curricular Aspects, 3) Instructional Intervention, and 4) School Management and Community Engagement. In this regard, the DEF's practice must assume a role of accompaniment in the process of discovery, exploration, and development of students across the various contexts encountered throughout their professional trajectory. Regional studies and critical thinking thus become valuable tools for understanding the diverse educational challenges affecting the Mexican population.

This text aims to provide a contextual overview of physical education, tracing its historical development and describing its evolution in order to arrive at the current configuration of PE through a review of reforms, laws, and educational plans and programs within the Mexican context. It also examines the training of future physical education teachers at both the national level and the regional level in Chiapas.

THE TRAINING OF PHYSICAL EDUCATION TEACHERS

The Reforma Integral de la Educación Básica [Comprehensive Reform of Basic Education] (RIEB) marked a milestone in Mexican education in 2011 with the introduction of the Basic Education Programs. These programs, conceived as a response to the demands of a constantly changing society, proposed a curricular restructuring aimed at aligning teaching and learning processes with the fundamental principles of education established in the Constitution and the General Education Law. The RIEB was put forward as an ambitious project whose objective was to strengthen the quality and equity of basic education throughout the country (SEP, 2011). According to Ruiz (2012), this reform was guided by the *National Development Plan 2007–2012*, as one of its objectives was to "raise the quality of education so that students improve their level of educational achievement, have access to greater well-being, and contribute to national development" (Ruiz, 2012, p. 52).

Following the 2012 Educational Reform, the introduction of the Professional Teaching Service Law transformed the dynamics and perspectives surrounding teacher performance in Mexico. In order to ensure the suitability of teachers, the National Institute for Educational Evaluation (INEE) was responsible for designing and implementing standardized assessments for both entry into and continuity within the teaching service (INEE, 2015a). These regulatory changes had a direct impact on DEFs, who were required to demonstrate competencies through evaluation processes in order to obtain a position within the Ministry of Public Education.

Teacher training is an ongoing process that begins in early childhood education and officially culminates with the attainment of a degree in higher education; however, it continues to develop in the professional sphere throughout the teaching career. The Ley General del Servicio Profesional Docente [General

Law of the Professional Teaching Service] (LGSPD) established a legal framework that articulated both formative stages, with the aim of ensuring preparedness for the challenges of contemporary education. The articulation between these two stages guarantees teacher suitability, improves the quality of education, and ultimately contributes to the full development of students (Ley General del Servicio Profesional Docente, 2018, and Article 3 of *Constitución Política de los Estados Unidos Mexicanos*, 2019).

Subsequently, during the administration of President Andrés Manuel López Obrador, a new body was created to oversee teacher admission and promotion processes: the Unidad del Sistema para la Carrera de las Maestras y los Maestros [Unit of the System for the Career of Teachers] (USICAMM). The USICAMM evaluation model centers on the teacher profile and the reflective practice model. However, according to Piñón López (2021), in this process "a sufficient score is obtained or not, and it is not entirely clear why. A single number leaves teachers with more questions than answers" (p. 5). Piñón López (2015) highlights the need to rethink evaluation practices in the educational sphere, calling for the development of assessment instruments that provide detailed and constructive feedback, enabling teachers to identify their strengths and areas for improvement.

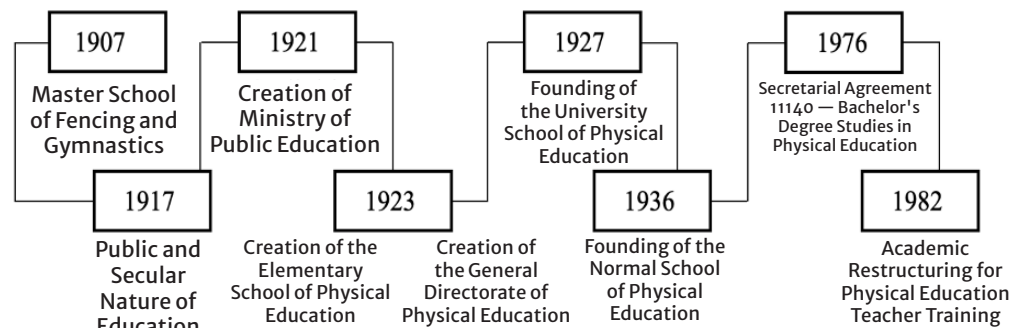
Regarding the initial training of Physical Education Teachers (DEFs), according to international evaluations (UNICEF, ONU, UNESCO, 2015), this is a fundamental task for ensuring quality physical education and promoting the comprehensive development of students. The emphasis placed by these organizations on the need to equip future teachers with the competencies required to design and implement educational programs that promote physical activity, health, well-being, and the development of motor skills reflects a comprehensive vision of the human being. This perspective is part of the research efforts undertaken by UNICEF, the UN, and UNESCO, and constitutes a call for review by policymakers.

In terms of the scientific grounding of the field, Locke (1984) emphasized the importance of empirical research as a foundation for the development of PE. However, he cautioned that research alone is not sufficient to address its deeper challenges. Along the same lines, Albarrán and Jiménez (2017) highlight that teacher training in Mexico corresponds to a national project. Although international agreements and public policies are presented as neutral instruments, they are in fact the result of complex negotiations involving diverse political, social, and economic actors (Popkewitz, 2020). Under these premises, it is underscored that political decisions, grounded in economic considerations, ultimately determine the future of the discipline. The perspectives of Locke (1984) and Albarrán and Jiménez (2017) anticipate the complexity of the factors converging in PE and underscore the need for a comprehensive vision that encompasses pedagogical, social, and political dimensions.

In this regard, educational policies can be described as dynamic and in constant evolution. Over time, educational decisions in Mexico have been shaped by social

demands and changes in both the national and international context, as noted above, revealing challenges and achievements throughout the history of initial teacher training. In 2015, the National Institute for Educational Evaluation (INEE, 2015b) pointed out that, due to "curricular modifications to basic education study plans and programs, the educational system has had to rely on normal schools (teacher training institutions), private institutions, the UPN, and other HEIs for teacher training" (p. 86). This observation referred to the fact that, based on projected trends over the following ten years — that is, by 2025 — the number of potential retirees would be close to the number of graduates from normal schools.

In terms of the historical background of physical education teacher training in Mexico, the normal school tradition is the pioneer in this field through the establishment of various normal schools throughout the country, a premise that dates back to the early years of independent Mexico in 1821 (Gálvan Lafarga, 1997). In the case of PE teacher training specifically, its origins are linked to the creation of the Autonomous Department of Physical Education in 1936 (Chávez, 2012), alongside the Normal School of Physical Education. Chávez (2012) notes that under the administration of President Lázaro Cárdenas, efforts were made to "train Physical Education professionals graduating from the Normal School and, at the same time, to create a greater number of positions each year to meet the needs arising particularly in rural and urban-worker settings" (p. 108). In subsequent years, under Secretarial Agreement 11140, undergraduate studies for PE teacher training were established and the curriculum and programs of study in both in-school and extracurricular modalities were authorized (D.O.F., 1976). However, it was not until March 23, 1984, that normal education in any of its specializations was officially designated as a bachelor's degree-level program (D.O.F., 1984) (see Figure 1).



Note: *Under this agreement, teacher training was elevated to a Bachelor's degree level in both in-school and extracurricular modalities, and ** the 1982 restructuring outlined the curricular model and set a precedent by proposing ten training fields for the first time.

Figure 1. Basic Historical Sequence of Physical Education Teacher Training in Mexico. Source: Own elaboration based on SEP (2002) and Chávez (2012)

METHODOLOGY

This research was conducted under a qualitative methodology of a hermeneutic nature. According to Palmer (1969), the primary purpose of hermeneutics is the study, comprehension, and interpretation of texts. In this sense, this approach made it possible to go beyond the literal normative content in order to uncover the meanings, tensions, and intentions underlying the educational policies that frame the training of Physical Education teachers. The application of this methodological approach enabled an in-depth analysis of the relevant documentation, including reforms, laws, and curricula, as well as the interpretation of qualitative data obtained from admission records and graduate profiles of teacher training institutions.

The following section presents in detail the application of the data collection instruments.

RESULTS

Mexico has 9 public normal schools offering PE training, according to data reported on the Government of Mexico's website, consulted on October 14, 2024 (Gobierno de México, n.d.) (see Table 1).

Table 1

Public Normal Schools for the Training of Future Physical Education Teachers

No.	Name	State
1	Normal School of the Bachelor's Degree in Physical Education "Pedro Reynol Ozuna Henning."	Chiapas
2	Higher School of Physical Education	CDMX
3	Normal School of Physical Education	Coahuila
4	Higher School of Physical Education	Edo. de México
5	Higher School of Physical Education	Jalisco
6	Higher School of Physical Education	Michoacán
7	Federalized Upper Normal School of the State of Puebla	Puebla
8	Normal School of Physical Education "Professor Emilio Miramontes Nájera"	Sonora
9	Normal School of Physical Education "Pablo García Avalos."	Tabasco

Note: *The numbering is for formatting purposes only; the schools are organized in alphabetical order by the state in which they are located.

Source: Own elaboration based on data from the public normal school's directory of the Government of Mexico, consulted on October 14, 2024

The General Directorate of Higher Education for Education Professionals (DGESPE) ¹ establishes a general curricular framework for training in normal schools for basic education. All institutions follow the same curriculum, which presents courses per semester along with their corresponding credits and weekly hours. Within the specific framework of PE, they include a space for elective or pre-specialization courses and complementary training. The training period comprises 319 credits and a total of 5,112 hours for the complete program, divided into 6 semesters, based on data from the current 2022 curriculum (DGESuM, 2022); see Table 2.

Table 2

Curriculum of the Bachelor's Degree in Physical Education (2022)

Semester	Courses
1	Historical, philosophical, legal, and organizational foundations of the Mexican educational system
	Periods and stages of life cycle development: differentiated perspectives
	Structural foundations of bodily movement
	Approach to educational and community practices
	Physical education in compulsory education
	Foundations of motor skills
	Play in physical education
	Digital technologies for learning and teaching
2	History of physical education: approaches and methods
	Neuroscience in PE
	Functional bases of body movement
	Analysis of school practices and contexts
	Body and corporeity from the study of the social sciences
	Dimensions of motor skills
	Sports initiation
	English: Introduction to basic communication

1 The Directorate-General of Higher Education for Teachers (DEGESuM, by its Spanish acronym) was formerly known as the Directorate General of Higher Education for Education Professionals (DEGESPE). In September 2020, as part of a structural reorganization within the Ministry of Public Education (SEP), the institution was officially renamed DEGESuM.

	Current trends in physical education
	Theories and models of learning in physical education
	Didactic-pedagogical intervention and teaching practice
3	Planning and evaluation in physical education
	Perceptual-motor development
	Educational sports and individual physical activities
	Virtual learning environments for hybrid education: pedagogy and didactics
	Comprehension of texts in a foreign language: English
	Curricular flexibility
	Methodologies of educational research
	Critical interculturality and inclusion in physical education
4	Teaching strategies and pedagogical knowledge
	Healthy lifestyles in the family, school and community
	Bodily and artistic expression
	Educational sports and team physical activities
	Curricular flexibility
5	Research and Innovation in teaching practice
	Curricular flexibility*
6	Teaching practice and school and community improvement projects
	Curricular flexibility**
7	Curricular flexibility***
8	Curricular flexibility****

Note: * For the fifth semester, n=5 courses are presented with curricular flexibility. ** In the sixth semester, n=7 courses are presented with curricular flexibility. *** In the seventh semester, n=2 courses are presented with curricular flexibility. In the eighth semester, n=2 courses are presented with curricular flexibility.

Source: Own elaboration based on information from DGEsUM (2022a)

Following the 2022 curricular reform, the training of future DEFs adopts a more humanistic perspective. This is evident in Annex 9 of the curriculum, which specifies that:

Physical Education as we know it today must be revitalized to respond to emerging challenges within the historical-cultural context in which it unfolds, considering that the new information and knowledge societies must be addressed in accordance with the particularities of the diverse intervention settings (DGEsUM, 2022b, p. 1).

The curricular reform of the study plan demonstrates a commitment to continuous updating and underscores the humanistic perspective that underlies it. Furthermore, by including courses such as Digital Technologies for Learning and Teaching, Virtual Learning Environments for Hybrid Education: Pedagogy and Didactics, Neuroscience in Physical Education, Healthy Lifestyles in the Family, and Analysis of Practices and Context, among others, the aim is to train DEFs capable of addressing the various dimensions of human development beyond physical

development alone. This update thus responds to the need to adapt the discipline to the demands of contemporary society and to regional contexts.

Table 3 presents a comparison between the two most recent curricula and programs for the Bachelor's Degree in PE.

Table 3

Curricular Comparison of the 2018 and 2022 Plans and Programs

Semester	Plan 2018	Plan 2022
1	Child and adolescent development	Historical, philosophical, legal, and organizational foundations of the Mexican educational system
	Socioeconomic and political issues in Mexico	Periods and stages of life cycle development: differentiated perspectives
	Periods and stages of the life cycle	Structural foundations of bodily movement
	History of physical education	Approach to educational and community practices
	Physical education in compulsory education	Physical education in compulsory education
	School and community	Foundations of motor skills
	English I	Play in physical education
		Digital technologies for learning and teaching
2	Socioemotional development	History of physical education: approaches and methods
	Theories and models of learning	Neuroscience in PE
	Ludomotricity	Functional bases of body movement
	Structural foundations of bodily movement	Analysis of school practices and contexts
	Current trends in physical education	Body and corporeity from the study of the social sciences
	School and school context	Dimensions of motor skills
	English II	Sports initiation
		English: Introduction to basic communication
3	Learning planning in physical education	Current trends in physical education
	Motor skills in aquatic settings	Theories and models of learning in physical education
	Functional foundations of bodily movement	Didactic-pedagogical intervention and teaching practice
	Foundations of motor skills	Planning and evaluation in physical education
	Teaching practice	Perceptual-motor development
	English III	Educational sports and individual physical activities
		Virtual learning environments for hybrid education: pedagogy and didactics
		Comprehension of texts in a foreign language: English

4	Neuroscience from childhood to youth	Curricular flexibility*
	Educational center management	Methodologies of educational research
	Planning and evaluation in physical education	Critical interculturalism and inclusion in physical education
	Domains of motor skills	Teaching strategies and pedagogical knowledge
	Teaching strategies	Healthy lifestyles in the family, school and community
	English IV	Bodily and artistic expression
5	Inclusive education in physical education	Research and Innovation in teaching practice
	Research methodology	Curricular flexibility**
	Educational sports and individual physical activities	
	Body and corporeality in the social sciences	
	Perceptual-motor development	
	Innovation for teaching through physical education	
	English V	
6	Foundations of education	Teaching practice and school and community improvement projects
	Pedagogical thought	Curricular flexibility***
	Educational sports and team physical activities	
	Pedagogy of leisure time	
	Bodily expression and creativity	
	Physical education intervention in basic education	
	English VI	
7	Current challenges in education in Mexico	Curricular flexibility****
	Physical activity and fitness for health	
	Teaching intervention through Educational Sports	
	Health promotion	
	Socio-educational intervention projects	
	Professional practice and school life	
8	Service learning	Curricular flexibility*****

Nota: *En primer semestre se presenta n=1;* para el quinto semestre se presentan n=5 asignaturas con flexibilidad curricular. ***En el sexto semestre se presentan n=7 asignaturas con flexibilidad curricular. En el séptimo semestre se presentan n= 2 asignaturas con flexibilidad curricular. *****En el octavo semestre se presentan n=2 asignaturas con flexibilidad curricular.

Source: Own elaboration based on information from DGESuM (2018; 2022a)

The comparative analysis of the 2018 and 2022 PE curricula reveals a significant evolution in both the conception and design of DEF training. While these programs share a focus on the comprehensive training of teachers and retain core content such as the history of physical education, the 2022 plan reflects a shift toward a more updated and contextualized perspective. Furthermore, it emphasizes the acquisition of innovative pedagogical competencies and a focus on diversity and inclusion. The integration of courses such as "Methodologies of Educational Research" and "Critical Interculturality and Inclusion" demonstrates a commitment to training professionals capable of generating knowledge and responding to a constantly changing society. In this regard,

This approach places research and the dialogue of knowledge at the center of practice, as pedagogical tools that acknowledge the heterogeneity of the group with its multiple expressions of sociocultural diversity, and that enhance the different cognitive levels and profiles (DGESuM, 2022b, p. 7).

This approach promotes the active participation of DEFs in training, with elements centered on research and the dialogue of knowledge. Also noteworthy is the incorporation of courses such as "Methodologies of Educational Research," given that research is an essential element for the economic development of a country (Acuña & Pons, 2019). As early as the 2013–2018 Development Plan, the aim was to "base our future on the intensive use of our intellectual capacity" (Gobierno de la República, 2013, p. 59). The importance of research in the DEF's work is emphasized throughout Annex 9 of the DGESuM (2022b), which states that the DEF:

Produces pedagogical, didactic, and disciplinary knowledge and understanding; recognizes and values educational research and the production of knowledge from experience; is able to problematize, reflect on, and learn from practice in order to transform it; and has developed methodological competencies for pedagogical narration, systematization, and research (DGESuM, p. 13).

The above presents an enriching vision of the teaching role, as it highlights the teacher's work through their capacity to produce their own pedagogical, didactic, and disciplinary knowledge. The conception of the teacher as a researcher of their own practice, endowed with professional autonomy, demands committed professionals oriented toward continuous improvement, and articulates a close relationship between theory and practice, contributing to a critical and reflective training not only in the initial professionalization of the DEF, but also in their ongoing education from a regional perspective.

THE TRAINING OF PHYSICAL EDUCATION TEACHERS IN THE STATE OF CHIAPAS

In Chiapas, the history of education remains under construction; however, Lisbona Guillén (2020) notes that, in the particular case of PE historiography, it is almost entirely absent. Nevertheless, it is situated within the broader national context, shaped by the political dynamics of a nation-state. The first indications of PE in Chiapas emerge from a military framework; in 1910, sixteen Normal Schools existed across the country, including one in Chiapas, with the aim of unifying national education (López, 2003). That same year, Governor Ramón Rabasa made reference to the Military Industrial School in Tuxtla Gutiérrez (Torres, 2015).

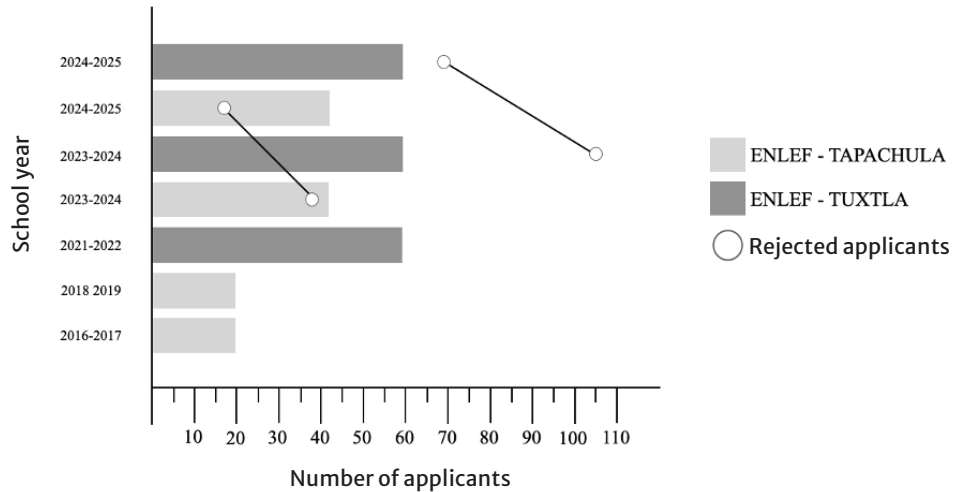
At the state government level, various measures and initiatives regarding literacy in the state were introduced; one of the most documented is that of Flavio Guillén, whose political agenda centered on two priority areas: infrastructure and education, and who enacted the Organic Law of Public Instruction of the State of Chiapas. Subsequently, the Pedagogical Congress was held in the state in 1914 under then-Governor Agustín Castro. Following this, physical exercises appeared as mandatory subjects in Chiapas primary schools (Lisbona Guillén, 2020).

The landscape of public physical education teaching was gradually emerging as one of the tools for achieving modernizing transformations through the body, aligning the country with the world's leading powers through the construction of a homogenized citizenry under the dawn of the nation (Lisbona Guillén, 2020, p. 255).

From this perspective, physical education emerged within the modernizing contexts of a nation-state that was still under construction. It was conceived as a strategic instrument for shaping citizens and consolidating national identity; at the same time, the notion of a homogenized citizenry points to the erasure of the cultural diversities of the period.

While the importance of the country's educational policies and the presence of political figures as a defining characteristic of educational development have been discussed throughout this text, it is important to examine the current reality of DEF's training and its regional configuration within the state.

Currently in Chiapas, there are two teacher training institutions within the normal school system: first, the Normal School of Physical Education "Pedro Reynol Ozuna Henning," located in Tuxtla Gutiérrez, and second, the Normal School of Physical Education located in Tapachula de Córdova y Ordóñez. Both are public institutions, and their admission data are presented in Graph 1.



Note: The presented data correspond to information retrieved online through the Chiapas Government website and the social media pages of both institutions (ENLEF-Tapachula and ENLEF-Tuxtla).

Figure 1. Admission Record at Normal Schools of Physical Education in Chiapas. Source: Own elaboration

Based on the data presented on the essential indicators of the training process, such as the number of applicants admitted and rejected, a partial analysis of the situation can be carried out, which will allow for an assessment of access to this area of training. In the case of the Normal School of the Bachelor's Degree in Physical Education – Tuxtla (ENLEF-Tux), it can be observed that for the 2023–2024 cycle, the admission rate was 36.36%, while the rejection rate reached 63.64%. For the following cycle, 2024–2025, the admission rate increased slightly to 43.17%, with a corresponding rejection rate of 56.83%. However, it is important to note that this increase in the admission rate occurred in a context of declining total applicants, which showed a reduction of 15.75%.

The Normal School of the Bachelor's Degree in Physical Education – Tapachula (ENLEF-Tap) recorded an admission rate of 51.28% and a rejection rate of 48.72% for the 2023–2024 school year. In the following cycle, 2024–2025, an increase in the admission rate was observed, reaching 68.80%, while the rejection rate decreased to 32.20%. As with ENLEF-Tuxtla, an improvement in the admission rate is evident; however, this positive trend coincides with a 24.36% reduction in the total number of applicants for the 2024–2025 cycle.

In Mexico, normal schools have traditionally been the cornerstone of teacher training; however, educational reforms and new social demands have made it necessary to complement the discipline's coverage with other training options. The INEE, in its 2015b study, highlighted the importance of diverse pathways for the training of future teachers. In the country, two main routes for training DEFs coexist: the normal school system and the university system. Graduates of normal schools tend to have a profile more oriented toward teaching practice at the basic

education level, aligned with educational policies and the needs of the Mexican educational system. Meanwhile, graduates of universities (Higher Education Institutions – HEI) present more diverse profiles or specializations in particular areas, responding to more specific and ever-changing labor demands (Torres Aguilar, Buendia Lozada, & Vázquez Pascacio, 2020).

As has been presented thus far, the training landscape is diverse. To better illustrate this diversity, the following table details the number of PE teacher training institutions at the state level, broken down by institution type, system, and geographic location (see Table 4).

Table 4

Institutions Offering Bachelor's Degrees in Physical Education in the State of Chiapas

Training	Institution type	System	Location
Bachelor's Degree in Physical Education, Normal School "Pedro Reynol Ozuna Henning."	Normal	Public	Tuxtla Gutiérrez, Chiapas
Bachelor's Degree in Physical Education, Normal School.	Normal	Public	Tapachula Córdoba y Ordóñez
Bachelor's Degree in Physical Education and Sports, Universidad Pablo Guardado Chávez.	Universitaria	Private	Tuxtla Gutiérrez, Chiapas
Bachelor's Degree in Physical Education and Sports, IESCH, Universidad Salazar.	Universitaria	Private	Tuxtla Gutiérrez, Chiapas
			Tapachula Cordova y Ordóñez
Higher School of Physical Education.	Universitaria	Private	San Cristóbal de las Casas
Bachelor's Degree in Physical Education and Sports.	Universitario	Private	Villaflores

Note. Data collected through the institutions' websites.

Source: Own elaboration

Based on Table 4, the largest number of PE teacher training schools are located in the state capital, with three institutions from both public and private systems. In second place is Tapachula de Córdoba y Ordóñez ($n=2$), and in third place, San Cristóbal de Las Casas ($n=1$) and Villaflores ($n=1$). According to the data presented in the table, normal schools represent the backbone of this training as public institutions. However, HEIs have experienced significant growth in recent years, offering an alternative for students seeking interdisciplinary training or programs aligned with individual interests. The choice between one institution or another will depend on each student's professional interests and objectives, as well as the specific characteristics of each educational program. In this regard, DEF training must go beyond the transmission of theoretical knowledge or practical skills, focusing instead on the development of both practical and theoretical competencies

that equip future teachers with reflective tools and abilities (Carreiro da Costa et al., 2016 & Dodds, 1989).

In light of the above, it is important to explore the graduate profiles of the PE degree programs offered in Chiapas. The Graduate Profile (GP) is understood as a normative document that defines the competencies, knowledge, and skills that a graduate must acquire upon completing a given degree program. Its origins can be traced back to the Bologna Agreement, which established the need to harmonize European educational systems (González, 2017). Today, the GP represents an institutional commitment to training professionals capable of responding to the demands of the labor market, society at large, and the region in which they are situated. Torres Aguilar, Buendia Lozada, and Vázquez Pascacio (2020) indicate that "graduate profiles correspond to the historical stages of the country's educational context" (p. 73); furthermore, they can be expressed "in the form of traits, competencies, knowledge, skills, and values" (Ceballos, 2016, p. 127).

Ceballos, Alfonso, Medina, Muela, Enríquez, and Ceballos (2013), in their study "Historical Approach to Physical Education in Mexico," argue that DEF training must be addressed from three essential dimensions: bio-psycho-social, guiding toward comprehensive and contextualized knowledge; they also consider that the GP should place significant importance on bodily work and teaching, encompassing both the promotion of an active lifestyle and the development of healthy and hygienic habits. From this perspective, they position the DEF as a central actor in the field.

Table 5
Graduate Profiles of Physical Education Bachelor's Degree Training Programs

Institution	Exist profile traits*
Bachelor's Degree in Physical Education, Normal School "Pedro Reynol Ozuna Henning."	Approaches their educational role with an ethical, social, and professional commitment to contributing to the formation of students who face barriers to learning and participation, whether with or without disabilities and/or outstanding aptitudes, from a gender and human rights perspective that respects and promotes diversity, and that fosters and works toward interculturality and interdisciplinarity, taking into account the philosophical, legal, and ethical frameworks of the National Educational System.
Bachelor's Degree in Physical Education, Normal School.	Is a humanistic professional who respects the use and care of the body, critical, analytical, and solution-oriented, committed to their environment for the benefit and development of motor competence, with a sense of global citizenship and an ability to address the needs of their society involving corporeality, motor skills, and the promotion of healthy habits. A professional with scientific and technological knowledge in the disciplinary, pedagogical, and didactic domains of physical education, capable of managing excellent and innovative education to understand and interpret motor learning and its teaching processes, grounded in empowerment and participation technologies. A comprehensive professional — cognitive, physical, emotional, inclusive, civic, moral, health-conscious, ethical, humanistic, collaborative, and disciplinary — who becomes an empowered social change agent capable of facing today's world through Physical Education, sports, and recreation, with the defense of corporeality and the development of motor competence as the guiding principles of the person. A professional who analyzes the objectives and content of the three basic educational levels, recognizing the goals of physical education across different educational levels for the development of children and adolescents. Has a formation grounded in a gender and human rights perspective that respects and promotes diversity, fosters collaborative work, and recognizes the significance of interculturality and interdisciplinarity, taking into account the philosophical, legal, and ethical frameworks of the National Educational System (DGESuM, 2022, p. 15).
Bachelor's Degree in Physical Education and Sports, Universidad Pablo Guardado Chávez.	The graduate in Physical Education and Sports will be a professional possessing the knowledge, skills, abilities, and attitudes that will prepare them to offer quality services in teaching across the areas of physical education at the basic, upper-secondary, and higher education levels, as well as in the planning of sports training programs and research projects oriented toward sports sciences, human movement, and physical activity (Universidad Pablo Guardado Chávez, 2024).
Bachelor's Degree in Physical Education and Sports, IESCH, Universidad Salazar.	Research, plan, administer, and implement Physical Education and sports training programs. Apply psychological, pedagogical, technical, and didactic theories in the teaching of Physical Education and Sports. Lead, design, evaluate, plan, and conduct research in the field of Physical Education. Plan, lead, assess, understand, and identify opportunities across different fields of practice, such as rehabilitation, marketing, leisure, and free time (IESCH-Universidad Salazar, 2024).
Higher School of Physical Education.	-
Bachelor's Degree in Physical Education and Sports.	-

Note: * These are presented as traits, given that graduate profiles are extensive documents and in some HEIs the full data were not publicly available. — Corresponds to institutions that do not present graduate profile information on their official websites.

Source: Own elaboration based on DGESuM (2022), Universidad Pablo Guardado Chávez (2024), and IESCH-Universidad Salazar (2024)

The GP acts as a compass that guides the training process, an institutional declaration that establishes the competencies, skills, and knowledge graduates must acquire in order to meet the demands of the labor market and society (Hawes, 2010). In this regard, Table 5 allows us to envision the future DEF, from the normal school perspective, as an agent of social change who promotes the comprehensive development of students and contributes to a more just and equitable society. In the case of Universidad Pablo Guardado Chávez, the emphasis is placed on research and the design of sports programs as the foundation of training, while also highlighting teaching across all educational levels. For its part, IESCH-Universidad Salazar offers a broader vision, encompassing areas such as administration, research, and the application of knowledge across different fields.

Both Silva-Montes (2016) and Huerta and Lugo (2009) agree that the GP must be a dynamic document that responds to the changing needs of the labor market and society. That is, the GP should be designed to train competent professionals capable of adapting to an increasingly complex and demanding work environment. In the specific case of PE, there is a call to consider new scientific and educational paradigms that extend beyond the human body to encompass the development of personal skills as well. Equally important is the need for ongoing supervision, analysis, and updating of GPs to ensure a successful professional future for DEFs (Fernández, 2003; Largadera, 2007; Flores Ferro, Escobar Ruiz, Jara Rojas, Maureira Cid, Gutiérrez Duarte, Cárdenas Begazo, Muñoz Lara, & Díaz Magallanes, 2021).

CONCLUSIONS

The arguments put forward at the outset of this text consider the political account as part of the curricular configuration of education in Mexico. This premise guides an understanding of the curriculum as dynamic and ever-changing, intimately connected to the historical and political developments of each era. As such, education, culture, and politics coexist within these regional frameworks.

Educational policies such as the Comprehensive Reform of Basic Education and the Nueva Escuela Mexicana have exerted a profound influence on the transformation of the physical education teacher's role. These reforms redefine the objectives of physical education, broadening its scope beyond physical development toward a comprehensive perspective that encompasses the cognitive, social, emotional, and regional dimensions. The evolution of the DEF has been remarkable, moving from a traditional and militarized approach to one that is more integral and humanistic, aligned with the demands of contemporary society and the country's current historical moment. Educational reforms from the RIEB and the NEM have driven this change while simultaneously demanding more capable, committed, and student-centered teachers. However, challenges persist in relation to teacher evaluation, where the need for feedback and professional

accompaniment has been consistently expressed. Teacher training extends well beyond the undergraduate degree, representing instead a constant process of adaptation, capacity-building, evaluation, and intervention in accordance with the educational and social policy demands of each historical moment in the country. This requires an articulation that begins in the training of future physical education teachers and extends into their professional practice. In this sense, the task of educational policies is extensive, yet necessary for the growth, evolution, and consolidation of the field.

The humanistic and contextualized approach reflected in the 2022 curriculum enriches physical education training; although the inequality that pervades Mexican territory has historically been the greatest barrier to educational development, these contextualized perspectives and approaches can open up more spaces for intervention tailored to the educational needs of the field. From this standpoint, research emerges as a fundamental pillar of teacher training, positioned as a tool that equips teachers with the skills to improve pedagogical practices and generate new knowledge. Positioning physical education professionals as reflective, analytical, and committed to their sociocultural context of practice, which enriches their training and experience.

In the case of Chiapas, as in other states, there is an institutional diversity that generates a wide range of pedagogical approaches and graduate profiles, established under formative frameworks from both the public and private sectors. While this diversity enriches the educational landscape, it also poses challenges in terms of quality assurance and program relevance. Although the articulation between teacher training and integration with the educational system is fundamental, a potential challenge lies in the discrepancy between graduate profiles and the educational needs established for basic education by the Ministry of Public Education. Despite this, such discrepancy opens up employment opportunities in other areas such as recreation, sports, adapted sports, and sports administration. In this regard, graduate profiles, particularly those from private institutions, respond to the country's labor and economic demands.

In light of the above, it would be worth considering quality evaluation processes for physical education training programs, as well as promoting research in the field within the Chiapas context, encouraging continuous professional development for both pre-service and in-service teachers — processes that could be fostered through inter-institutional collaboration as a key component of improving educational quality in the area. In order to broaden the analyses related to the field and better understand the various factors that shape physical education in Chiapas, it would be important to conduct further comparative research at the national or Latin American level, with the aim of enabling in-depth analysis and regionalized descriptions of educational practice in the field.

By way of conclusion, the initial training of physical education teachers is both a dynamic and complex field of study that requires rigorous and systematic

research processes, which are nonetheless essential for strengthening the state of knowledge in the area at both the national and state levels. The findings of studies such as this one, along with others, can contribute to the design of increasingly effective educational policies grounded in situated knowledge and reflecting the particular political, social, and cultural characteristics of the contexts in which they are developed. It is likewise important to acknowledge the historical trajectory of physical education, which has been traced here from 1907 and continues to be written today. However, the importance of reconstructing the historical memory of the state must be noted; while valuable efforts such as that of Lisbona Guillén (2020) exist, this work remains in its early stages, particularly when considering everything that has been built through the normal teacher training schools in Chiapas. It is therefore necessary to carry out further analysis on this topic from the field of regional studies, in order to provide a more in-depth account of the specific challenges that arise in local settings.

This text is presented as an initial approach to the historical and social understanding of the training of future physical education teachers in Chiapas from a regional perspective; it also illustrates how, through cultural and historical changes, the country's education system and its evolution are shaped. Equally important is the recognition of the work and commitment of teacher training institutions toward education and social development, viewing them not merely as transmitters of knowledge but as transformers of societies and imaginaries. Finally, consider the need to increase educational research output in light of the results of the Diagnóstico de la investigación educativa en Chiapas [Assessment of Educational Research in Chiapas] (Castillo Castillo, López Gutiérrez, Grajales García, Flecha Macías, López Gutiérrez, & Estrada Soto, 2024).

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