



A Content Validation of Focus Group Discussions Based on Need Analysis in a Physical Education Training Module for Primary School Teachers [

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text (article)

Analítica

Background: The prevalence of qualitative research methods in educational studies has prompted ongoing discussions regarding their validity and the appropriateness of employed methodologies, processes, and data. This study contributes to this debate by meticulously developing and validating an interview guide for Focus Group Discussions (FGD). The guide aims to determine physical education teachers' module training requirements for preparing Learning and Facilitation Activity (PdPc). **Methods:** Through a comprehensive process involving five key steps-establishing research objectives, topic and question selection, guide development, expert assessment, and pilot FGD interview-content validity of the FGD interview guide was systematically evaluated using development and validation techniques. **Results:** Qualitative researchers and physical education lecturers assessed the FGD guide, resulting in a Content Validity Index (CVI) 1.00. Expert recommendations led to refining one of four questions, ensuring clarity and relevance. Based on the pilot FGD results, the FGD guide was further improved, now featuring six main questions and probes that elicit thorough participant responses through strategic probing. **Conclusion:** Based on the pilot FGD results, the researchers modified the question phrases and structure. The latest FGD guide has six main questions and probes. Probing with more questions elicited more thorough responses from participants. The latest FGD guide has six main questions and probes. We also explore the originality, limits, and advantages of the FGD as an emerging method for gathering qualitative data from physical education teachers involved in PdPc. **Practical Implication:** This study enhances the FGD method for gathering qualitative data from physical education teachers involved in PdPc and delves into its originality, limits, and advantages. Moreover, the research carries practical implications for curriculum design, policy formation, teacher training, resource

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