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ORIGINAL

TEACHER PARTICIPATION & QUALIFICATIONS REGARDING EXTRA-CURRICULA SPORT ACTIVITIES

LA INTERVENCIÓN DOCENTE EN LAS ACTIVIDADES FÍSICO-DEPORTIVAS EXTRAESCOLARES SEGÚN LA FORMACIÓN INICIAL

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ABSTRACT

This research tackles the study and analysis of teacher participation in extra curricula sporting activities at Secondary Education institutions in the community of Madrid. It uses a quantitative methodology entailing descriptive profiles through a survey accounting for a cross-section of candidates. The sample comprises 350 people and several aspects have been taken into consideration for its calculation. The population is finite, the least favourable hypothesis being accounted for in the variation where "P" & "Q" are equally distributed with 50% each, a confidence interval of 95.5% and an error margin of $\pm 4,75\%$. Results demonstrate that there is a high percentage of teachers

who fail to programme their activities and in addition, that they do not evaluate their students. Furthermore, our findings point out that participation is even more inadequate where teachers lack qualifications.

KEY WORDS: teacher involvement, extra-curricula sport activities, qualifications, educational institutions.

RESUMEN

En la presente investigación se aborda el estudio y análisis de la intervención docente del profesorado de las actividades físico-deportivas extraescolares en los centros educativos de Educación Secundaria de la Comunidad de Madrid en función de su formación inicial. La investigación sigue una metodología *cuantitativa de corte descriptivo*, a través de la encuesta. El tamaño de la muestra es de 350 personas y para su cálculo se consideraron varios aspectos: la población era finita; se recurre en la varianza poblacional al supuesto más desfavorable donde "P" y "Q" son iguales con el 50% cada uno; el intervalo de confianza es del 95,5%, con un margen de error del $\pm 4,75\%$. Los resultados revelan que existe un alto porcentaje de profesores que no realizan una programación de sus actividades ni tampoco evalúan a sus alumnos. Asimismo, los resultados sugieren que la intervención docente de las personas no tituladas es menos adecuada.

PALABRAS CLAVE: intervención docente, actividades físico-deportivas extraescolares, formación inicial y centros educativos

INTRODUCTION

In our current society we have a relatively high level of participation in activities outside of the general scholastic timetable. These activities take place to support, complement and strengthen not only the student's academic performance but also their own personal development as well as other aspects such as their health, values and free time (Moriana et al., 2006). So, the practice of extra curricula Physical Education (PE) is more and more common among pupils. This is corroborated in the study by Gallardo-Pérez y Campos (2011) where they determine that the instruction of extra curricula PE is one of the functions being ever more commonly carried out by sporting professionals in conjunction with PE teaching and team training.

However, these activities are not always instructed adequately and in the majority of cases their instruction actually detracts from educational and formative intentions of the centres due to the fact that they do not relate to the PE developed during the normal timetable (Orts, 2005). What's more we must add that this lack of connection is accentuated because PE and training is seen to reflect the perception of adhering to the concept of the classroom in the teaching of physical activities. It is seldom linked to relationships with its environment including extra curricula physical sporting activities (Hernández-Álvarez, Velázquez-Buendía, Martínez-Gorroño y Díaz, 2010).

In light of this situation and to enable the said connection, Fraile (1996) sets out the need for practical sport targets to coincide with the aims of Physical Education, with more globalized teaching which favours the motive on offer, dealing with the linking up of school sports practice with the concept of healthy physical activity.

At the same time, for an education in values to be completely effective, it is necessary for the procedure of planning to be accurate, controlled and programmed systematically with nothing left to chance, and able to adapt to the personal characteristics of those taking part (Torres, 2009). Therefore, principle aims need to be designed, opting for content according to the age and individual level of development, implementing strategies and orientation methodology for the development of practical experience. Last but by no means least, establishing criteria for evaluation that can give us clear and efficient information which can be found within the educational process (Torres, 2002).

Carratalá (2011) puts forward that a teacher of school sport must be a competent professional, both thoughtful and up-to-date, plus capable of reflecting the aims, content and methodology within their annual programme in order to implement their use in the development of learning and training.

Authors like Gil (2007) and Kleiner (2009) point out that the production of a schedule need not be limited solely to the field of Physical Education, but must also extend itself to the areas of teaching physical activity and sport. Despite the fact that this already comes from the field of Physical Education, it should be valid for any other area of physical activity and sport, as in the case of extra curricula PE activities.

However, in the study by Saura (1996) about school sports we see that 50,4% of school sports teaching personnel do not manage to fulfil a yearly programme and just improvise the development, as and when, in each of the practical sessions. In the same way, the study carried out by González (2008a) 68,7% of staff teaching extra curricula sporting activities fail to achieve an annual programme for those activities which will be taught during academic terms. In addition to this the author claims that one of the most neglected elements in extra curricula PE is assessment.

In order to counteract this lack of planning which clearly exists within school sport and help to make its educational implementation effective, the Barcelona "Sport Plan for Pupils of School Age", sets out a proposal for "Curriculum for extra curricula sporting activities in Barcelona". This document contributes the first global frame of reference for the Schedule of sport and physical activities outside the scholastic timetable proposed by a public institution in our country (Arranz, Garriga y Llinás, 2011).

Nevertheless, all of these proposed means to improve the lack of planning by school sport personnel will not actually become effective if the staff involved do not have the relevant qualifications. We already have data suggesting that they

lack the necessary knowledge to be able to achieve a programme suitable for their student characteristics.

In this sense various studies exist which indicate the importance of qualifications for appropriate teaching participation (Fraile, 1996; Fraile, Arribas, Gutiérrez and Hernández, 1998; Nuviala, 2003 and Griffin and Butler, 2005).

While in the study by Nuviala (2003) dealing with analysis of school sport, they gathered that in schools where the personnel have higher qualifications relating to physical activity and sport, the level of schoolchildren giving up sport was far less compared to that of pupils whose teachers lacked these qualifications. Likewise, Griffin y Butler (2005) place special emphasis on the staff qualifications in relation to their contribution.

Along these lines, Fraile (1996) asserts that the lack of qualifications in the field of sport and physical activity is even more worrying when this personnel primarily attend to the school age population, lacking educational qualifications and running the risk of contradicting the values of PE and sport professionals like those developed during the curriculum. Similarly, Fraile et al. (1998) show that a lack of suitable qualifications can lead to the teacher or sport technician not being aware of student abilities and the possible implementation of tasks inappropriate to the age group concerned, activities which are way too difficult, methodology that unfairly forces students, the desire of students to perform above their individual abilities in return for marks or social recognition etc...

Valencia and Basque legislation both highlight the educational character of sporting activities and implement measures of protection with regards to the qualifications and capability of technical personnel (Orts, 2011).

In addition to everything previously mentioned and having broken down the existing problems, it is essential to understand the educational involvement carried out in extra curricula physical sporting activities according to staff qualifications. The main aim being to establish correct measures putting an end to the current situation by introducing major improvements.

Therefore the aims of this research are:

- To determine the proportion of personnel who consider that the aims of extra curricula physical sporting activity are relate to those of Physical Education according to qualifications.
- To get to know the proportion of personnel who achieve a programme of extra curricula sporting activities which embody qualifications.
- To deduce the number of staff who carry out assessments of pupils in relation to extra curricula sporting activities according to training.
- To ascertain the number who make use of evaluation tolos to carry out student assessments according to training

METHODS AND MATERIALS

Our research has followed a quantitative methodology of descriptive profiles (Alvira, 2002). In its development the procedures followed are those of the survey. These were reached using the standardised process for gathering information by means of questions to a studied population sample (Lussier y Kimball, 2008).

Population selection and sample

The target sample of the population is those who develop the function of teaching in extra curricula sporting activities at Secondary Education level in the community of Madrid.

To set up the universal study objective, the number of people who develop the function of teaching in extra curricula sporting activities, we follow the example of Heinemann (2003) and Madella (2003) which explain that sport is neither an industry nor a branch of it, the positions of work refer to sport and physical activity, they are not collected statistically via a specific form and as such this data has been reached by various calculations, surveys and statistics.

As shown by Martínez del Castillo (1991) it is essential to make use of indirect listings so as to establish the universal work for the target study, once they have been identified and located, actually obtaining the desired information can be both complex and difficult. The listings used are as follows :

- Secondary Education institutions within the Community of Madrid Guide of teaching centres (Comunidad de Madrid, 2008a).
- Municipalities and Population of the Community of Madrid (Instituto de Estadística de la Comunidad de Madrid, 2007).
- Employees of el Programa Campeonatos Escolares de la Comunidad de Madrid (Comunidad de Madrid, 2008b).

These listings and the values gathered work out to a total of 1,650 people developing the function of teaching in extra curricula sporting activities in Madrid Secondary Educational Institutions.

The sample registers the following characteristics: the final content comprised 350 personnel (of which 28% were female and 72% male, 61.2% under the age of 30 with 38.8% being above that age). To work out the sample size various aspects were taken into account: The population is finite, the least favourable hypothesis being accounted for in the variation where "P" & "Q" are equally distributed with 50% each, a confidence interval of 95.5% and an error margin of $\pm 4,75\%$.

The sample setting was in proportion to the demographic size of the municipalities of Madrid in respect of all five sectors of the Autonomous Community. Moreover, diverse sub-sections have been actioned to break up the simple and positively influence the accuracy (Rodríguez, 2002). We have

also set the sample to reflect a cross section of qualifications in both public and private institutions owing to significant differences depending on training..

What's more, we decided to interview a maximum of two target candidates from each institution involved following distinct research as in Almodóvar and Maqueda (2001), Pablos (2006) and Martínez (2007). To achieve the sample was distributed and positively influenced the accuracy whilst reducing the sample error (Rodríguez, 1991 y Cea, 2001).

The type of simple used has been random by conglomerates within which the simple has been staggered, primarily classified by conglomerate once the sequence of stages has been followed (applying random selection at each stage) from sample unit selection from the greater to lower scale, up to arriving at those individuals who make up the sample (by Latorre, Del Rincón and Arnal, 1997; Cea, 2001 and Rodríguez, 2002).

Means

The means of gathering information is that drawn up by (2008b). Nonetheless this questionnaire has been adapted to the activities and levels appertaining to the Secondary Education stage and to this end it has been validated in two phases: the judgment of experts and the pilot study.

Initially the standardised interview by means of the designed questionnaire was edited by five experts, doctors and Physical Education or Sport Science qualified personnel. Afterwards carrying out the pilot study where the interview was conducted with seventy people with similar characteristics to those to be targeted. This quantity establishes the validity of the actual interview once the number of candidates is justified as sufficient to validate the said questionnaire according to the template among other authors, Visauta (1989), Azorín and Sánchez-Crespo (1994), Cea (2001) or García-Ferrando (2002).

Hence, the tool used to gather information has been the interview structured by means of a questionnaire, which comprises 55 closed questions tackling five dimensions relating to: the structural and organisational characteristics of extra curricula sporting activities, the socio-demographic characteristics of those working in the field, such as working characteristics, didactic aspects and personal traits. .

To fulfil this study the dimensions of didactic aspects and personal qualities of those targeted were selected from the questionnaire wherein the variables are methodology and qualifications as per those related to the aims of the study.

Procedure

This research has been a cross-section (Thomas y Nelson, 2007) due to obtaining and developing the data within a single time frame, the academic year 2008-2009, to be precise, the months October 2008 to May 2009 when the sporting activities are usually in progress.

The 350 interviews were carried out face to face by just one interviewer as this enables us to attain higher quality responses and spontaneity (Lyberg, Biemer, De Leeuw, Diplo, y Trewin, 1997 y Cea, 2001).

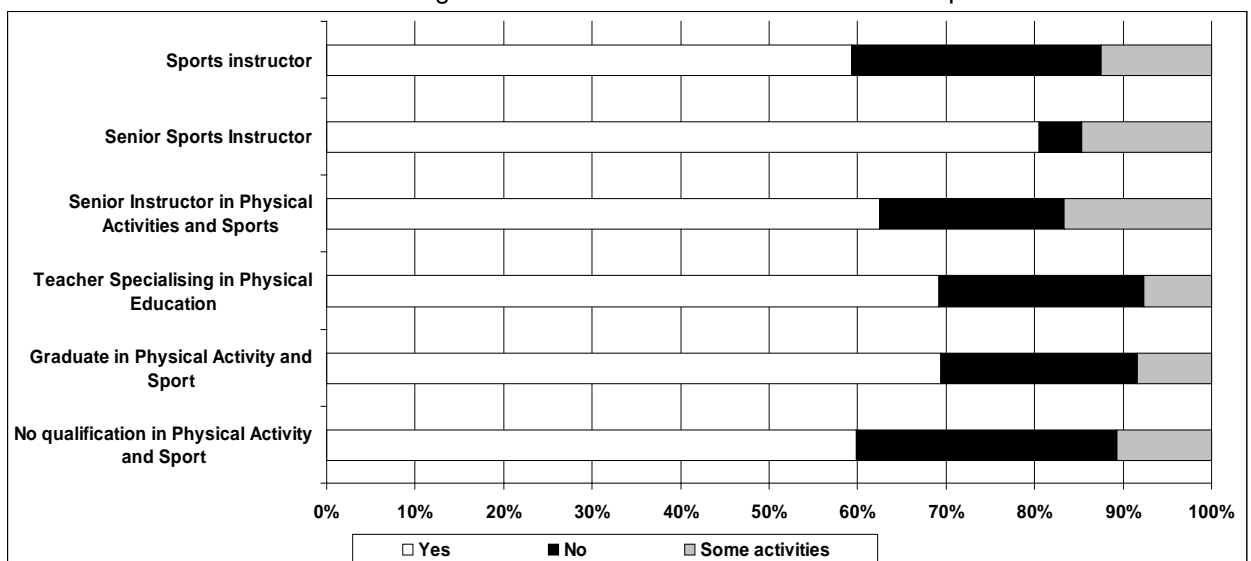
Data Analysis

The data analysis has been reached via IT methods achieving contingency analysis tables which include absolute frequency, the value of Chi-squared by Pearson and its meaning and in the correlation of the co-efficient Phi. To do this the IT package SPSS for WINDOWS (V 15.0) was used.

RESULTS

The following Table 1 displays the data obtained regarding whether the personnel of extra curricula sporting activities consider the aims of these activities relate to the goals of Physical Education. The superior sport technicians are those who constitute a greater percentage over others qualified (some 81%) in respect of the activities being in line with PE goals, following those graduates of the Science of Physical Sport and Activity and technicians of Culture of Physical Sport and Activities. Thereafter it follows the PE specialists and Sports Technicians (with percentages around 60%). Finally we reach those who are not qualified who represent the least (55%). All qualifications and those without any in sport and physical activity there is a less than 15% who consider that in some activities the goals coincide with those of Physical Education whereas in others fails However, no significant statistical relation has been reached among these variables [$\chi^2 (15) = 15,683; p < .40; \Phi = .02$].

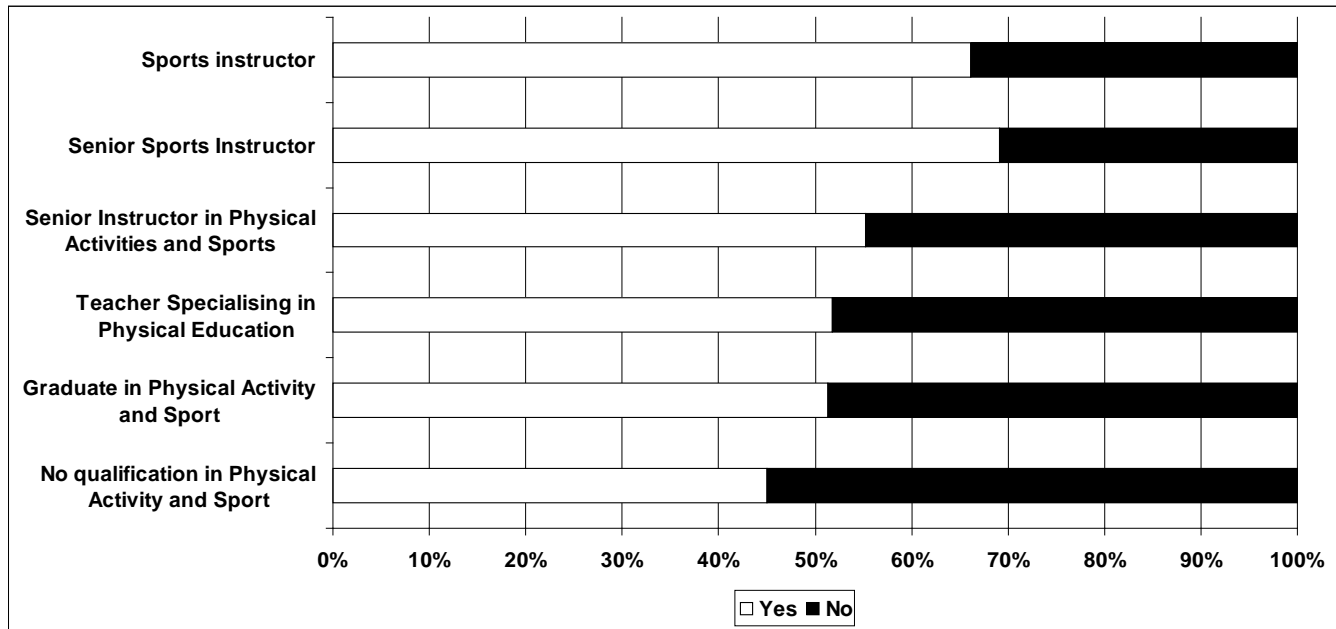
Tabla 1. Consideration whether goals of activities relate to material of P.E. qualifications



Regarding the distribution of personnel who carry out an annual programme for physical sporting activities which imparts according to their qualification, we can see in Table 2 that it is the Sport Technicians and the Superior Sport Technicians who achieve the annual programme to a greater percentage

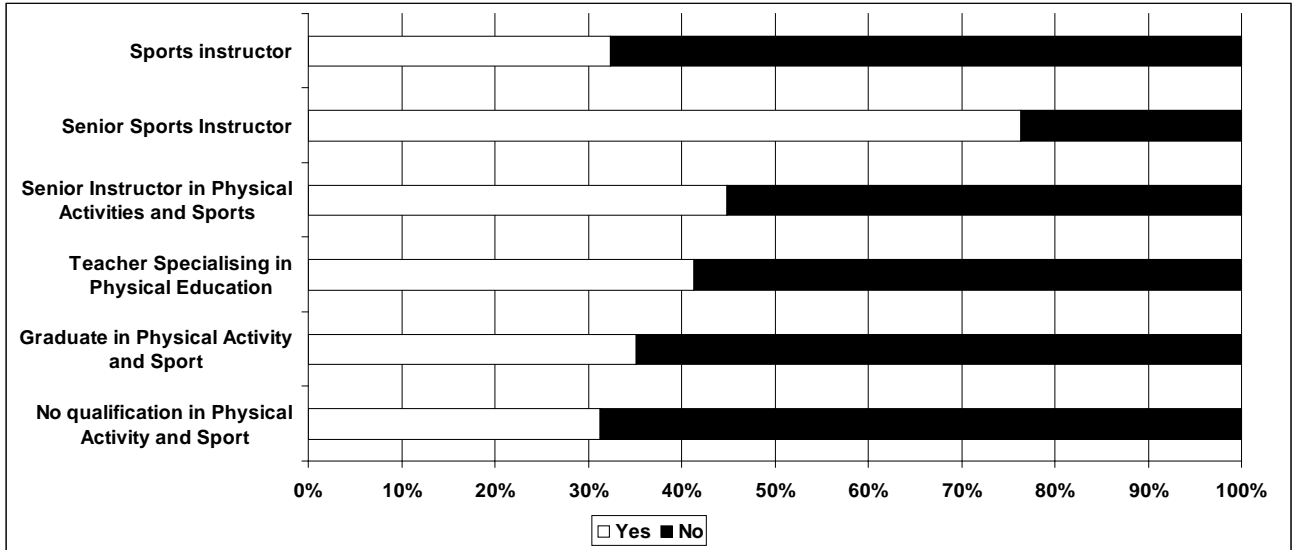
(around 65% in both professions). Then we follow up with very even percentages of between 50% and 55% the Superior Technicians in the Culture of Sport and PE and the graduates in the Science of Sport and physical activity, the master specialists in PE and graduates in Sport Science. On the other hand people without any qualifications and fail to draw up an annual programme, constitute the greater percentage (55% in total). However, no significant statistical relation was reached between both these variables [$\chi^2 (5) = 7,646$; $p < .177$; $\Phi = .148$].

Tabla 2. Fulfilment of programme according to qualifications



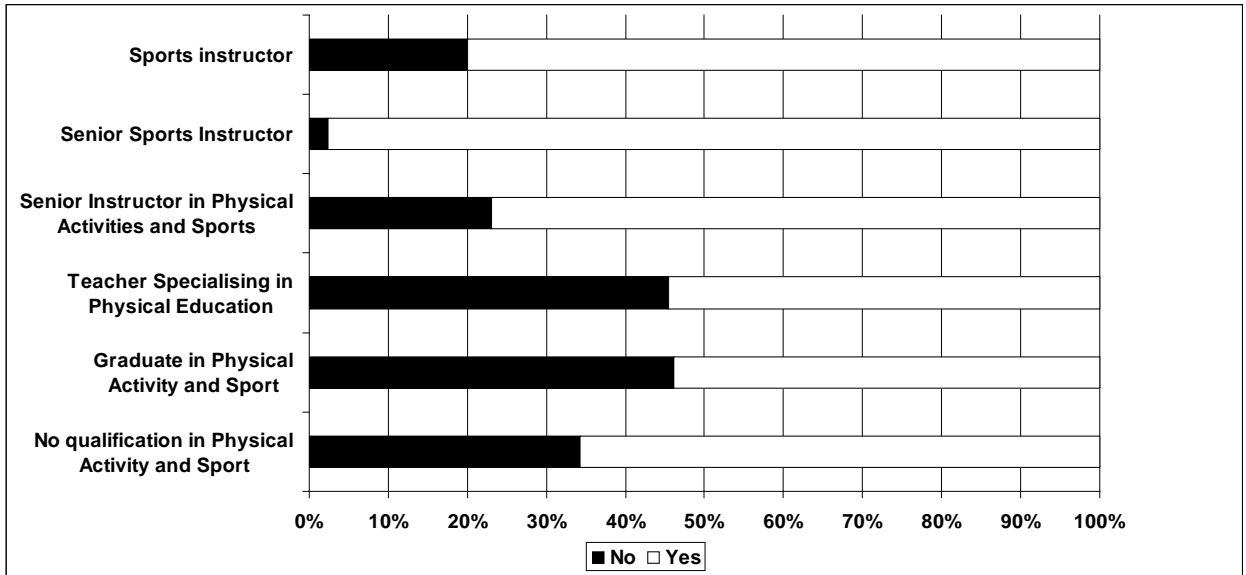
In Table 3 we can detect a great percentage of personnel across the board, those with qualifications and those lacking them, who fail to carry out assessments of pupils participating in extra curricula physical sport activities, except in the case of Superior Sport Technicians where 75% accomplish some form of student assessment. We can also see that those who are unqualified account for greater percentages where there is absence of assessment, followed by Sports Technicians. Then we find graduates from the Science of Sport and Physical Activity, master PE specialists and, lastly the Superior Technicians in the Culture of Sport and Physical Activity. It is evident that there is a moderate and significant relation between annual programme fulfilment and staff qualifications [$\chi^2 (5) = 43,390$; $p < .000$; $\Phi = .352$].

Tabla 3. Achieving assessment according to qualifications



As things stand we observe in Table 4 that in the area of assessment it is the graduates of Sport Science and the master specialists in PE which are the personnel representing those who make use of evaluation tools, whereas the Superior Technicians account for a very small percentage relating to the absence of assessment instruments. Furthermore, a moderate and significant relation exists between both variables [$\chi^2(5) = 20,752$; $p < .001$; $\Phi = .388$].

Tabla 4. Use of assessment instruments according to qualifications



DISCUSSION

Different authors such as Martínez del Castillo (1991), Fraile (1996), Barbero (1998), Saura (1996), Torres, Carreiro, Calles and González (2000), Delgado-Noguera (2002), Griffin and Butler (2005), McPhail (2007) and González, Gil, Contreras and González-Martí (2009) claim that due to a shortage of qualifications of those involved in the development of teaching physical sport activities at school age level, that we have on occasion inappropriate teaching

participation. Since they fail to employ adequate didactic resources and the methodology essential for the pupil to acquire and formative and integral physical education.

Our study shows a high percentage of extra curricula physical sport personnel (43%) who consider that the aims of these activities do not at all embody the goals of Physical Education, being people who have no qualifications whatsoever in the field of physical sport activity. Coinciding with the study by González and Campos (2010) in which the Primary Education staff for extra curricula physical sport activity lack the training, are those for the most part who consider that the aims of extra curricula activity that are developed bear no relation to the aims of Physical Education. This information is particularly worrying. This information is particularly worrying since various authors claim there should be a relation between the targets implemented in the extra curricula activity and the Physical Education subject matter (Santos, 1998; Sánchez-Bañuelos 2001; Delgado-Noguera, 2002; De la Iglesia, 2004; Orts and Mestre, 2005; Orts, 2005; Trudeau and Shephard, 2005; Sáenz-López, 2006; Blázquez, 2009). What's more, authors like De la Iglesia (2004) and González (2008a) point out that the said activities must be included in the Project of Central Education.

In the same way it is close to pointing out that a high percentage of staff fail to accomplish an annual programme that imparts the extra curricula physical sporting activities. In that sense Ibáñez (1997) shows that there are three kinds of teaching staff: the strict planner (who does not take into account elements to modify the development of any particular session) the flexible planner (whose plan is both flexible and adjustable for those elements which directly occur during the actual development of a session) and the improviser (who repeatedly improvises as sessions develop and usually relates to trainers who are not exclusively dedicated to the task or do not apply the correct time beforehand). Therefore 43% of teaching staff identify with the attitude known as "improvising teacher" coined by this author. Nevertheless the data obtained is inferior to the study González (2008a) in which some 68,7% of Primary Education extra curricula physical sporting activity teaching staff fail to achieve a suitable annual programme.

Additionally this lack of planning corroborates the data from the study by García and Delgado-Noguera (2008), where male and female pupils from the Andalucía "Sport at School" programme notice that the teaching staff do not always plan the session and often improvise. Torres et al. (2000) for their part show that due to the lack of training among the trainers, the methodology standards in the planning decisions are unsuitable since there is a raised auto-didacticism.

When a pupil assessment has been carried out, in this study we see that people who lack the relevant training and qualifications account for the higher percentage with regards to absence of pupil assessment. In this vein the study by García and Delgado-Noguera (2008) detects the importance of carrying out an assessment as in the said study it determines that the pupil needs further individual attention on behalf of the teaching staff of sport at school age,

something which could probably be solved if the personnel actually carry out the relevant regular assessments.

Sáenz-López (2006) claim that in addition to the subject matter with Physical Education the assessment should be carried out to evaluate drive and cognitive aspects and also pupil association skills, in extra curricula physical sporting activities there must be a thorough assessment to determine these vital aspects.

Authors such as Gil (2007), Delgado-Noguera (2009) and Kleiner (2009) determine that it is absolutely fundamental to establish assessments as teaching staff in order to know if the participation has been effective or not. Therefore it should not be based on merely the member of staff's own personal impression. Pabayo et al. (2006) claims that a pupil who can rely on staff who display great involvement and supervisión within extra curricula sporting activities will prove to be more physically active than a student who does not perceive these actions in their teachers. In this case the assessment is an indispensable tool in order to evaluate all the different aspects which develop in the teaching-learning process and it is able to greatly improve and grant greater quality to the process as a whole.

Furthermore, the gathering of information serves as the foundation for assessment of various areas of the teaching-learning process implicated in the use and application of different instruments (Fernández, 2010). However, there is a percentage of extra curricula physical sport teaching staff who admit to carrying out assessments but without the use of the relevant instruments. Graduates in Sport Science and Physical Education specialists are those who account for the greater percentage where these instruments are absent. This data does not coincide with that of González (2008a) in his study about Primary Education school sport in which the Sport Technicians together with the Sport Science graduates are seen to represent the greater percentage of those who make use of evaluation tools.

CONCLUSIONS

More than half of the teaching staff who impart extra curricula physical sport activities claim that the activities have, and should have some relativity to the objectives of Secondary Education Physical Education. Nevertheless we have been unable to find statistical evidence among these two variables.

Every single person who has a form of qualification, as with those who are unqualified, account for higher percentages once they draw up a programme, however, the number of teaching staff who fail to do so is worrying, particularly as that percentage is relatively high. Nevertheless we have been unable to find statistical evidence with regards to compilation of a programme depending on the qualification variable.

With extra curricula physical sport teaching staff there is a significant relation between carrying out assessments and the staff qualifications. That is to say,

those personnel who lack qualifications in sport and physical activity are those guilty of the absence of assessments.

Finally, it is the higher qualified Sport Technicians who represent the greater percentage who account for those that employ instruments of assessment. Moreover, we have obtained a significant relation between both variables.

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