

Causes of no selection the Olympic boxing by the professorate in the secondary classes

Causas de la no selección del boxeo olímpico por parte del profesorado en las clases de secundaria

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Abstract

This work is part of a broader research attempts to analyze the presence of combat sports in Secondary Education. The study investigates the presence of boxing in the teaching programs of the faculty, and the factors that influence their choice, based on what they know, what they think and what they need on this modality. The instrument used was a questionnaire sent via online to active Physical Education faculty in secondary schools of Valencian Community (Spain), which was answered by 81 teachers. From the results highlights that faculty choose team sports such as basketball, handball and volleyball, but they are very few that include in their programming combat sports, judo being the most chosen. The main factors that justify their limited presence refer to the teacher is not able to impart a teaching unit about these topic, who consider him dangerous, risky and unsuitable for work in values. They mark that they need more specialized teaching materials in the initiation and further training in the basics of fighting.

Keywords: Boxing; Physical Education; Secondary Education; Teaching Materials; Initial Education.

Resumen

El presente trabajo es parte de una investigación más amplia que analiza la presencia de los deportes de combate en la Educación Secundaria. Este estudio indaga la presencia del boxeo en las programaciones didácticas del profesorado, así como qué factores condicionan su elección, en base a qué sabe, qué piensa y qué necesita sobre dicha modalidad. El instrumento utilizado fue un cuestionario enviado vía online al profesorado en activo de Educación Física en los centros de Educación Secundaria de la Comunidad Valenciana (España), el cual fue respondido por 81 profesores. De los resultados obtenidos se destaca que la mayoría del profesorado elige deportes colectivos como baloncesto, balonmano y voleibol, sin embargo, son muy pocos los que incluyen en su programación deportes de combate, siendo el judo el más elegido. Los principales factores que justifican su escasa presencia hacen referencia a que el profesorado no se ve capaz de impartir una Unidad Didáctica sobre el tema ya que lo consideran peligroso, arriesgado y poco adecuado para el trabajo en valores. Señalan que necesitan más material didáctico especializado en la iniciación y mayor formación en los fundamentos básicos de la lucha.

Palabras Clave: Boxeo; Educación Física; Educación Secundaria; formación; materiales didácticos.

Introduction

Boxing in the centres of Secondary Education has little presence. Different studies point out that the four blocks of contents in which the Physical Education (PE) subject is divided according to the Decree 112/2007¹ to design classroom programming in the curriculum, the “Games and Sports” block represents with the “Physical and Health Condition” the bigger percentage of working time for the PE² teachers (Robles, 2005; Salinas and Viciano, 2006; Zabala, Viciano and Lozano, 2002). For a right execution, combat sports need the collaboration of the participants (Espartero and Gutiérrez, 2004) and these activities and sports are ideal to work and develop different capacities and skills to physical, psychomotor, cognitive, emotional, social and ethical levels (Carratalá, 2000; Espartero and Gutiérrez, 2004; Iglesias, Anguera and González Arévalo, 2007). The Table 1 shows different advantages of the combat sport that are collected and classified according to the judgement of different authors.

Table Nº 1. Advantages of combat sports

Advantages	Authors
Work with values	Carratalá, 2002; Jurado, 2005; Annicchiarico, 2006; Iglesias, Anguera and González Arévalo, 2007; Ruiz, Estevan, Falcó and Ros, 2011.
Control of aggressiveness, stress liberation and comprehensive training.	Atencia, 2000; Rudy and Jacqueline, 2004; Annicchiarico, 2006; Akilian, 2007; Camerino, Gutiérrez and Prieto, 2011;
Improvement of social relationships and integration.	Carratalá, 2000; Jurado, 2005; Annicchiarico, 2006; Iglesias, Anguera and González Arévalo, 2007.
Improvement of basic motor skills.	Carratalá Sánchez and Carratalá Deval, 2004; Gatica, 2004; Annicchiarico, 2006; Iglesias, Anguera and González Arévalo, 2007.
Respect for rules and classmates.	Rudy and Jacqueline, 2004; Jurado, 2005; Annicchiarico, 2006; Iglesias, Anguera and González Arévalo, 2007.
Improvement of the physical condition, responsibility and motivation increase and achievement of the great part of the contents of the school curriculum.	Rudy and Jacqueline, 2004; Annicchiarico, 2006; Iglesias, Anguera and González Arévalo, 2007.

¹ Decree 112/2007, of 20th July, of the Consell, in which the curriculum of Compulsory Secondary Education is established in the Valencian Community. (DOCV. Diari Oficial de la Comunitat Valenciana number 5.562 of 24/7/2007)

² It is considered these blocks according to the LOE, although currently it is the LOMCE, because according to the calendar of application the new curriculum will become effective the next school year 2015-2016 for the 1st and 3rd grades of CSE.

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On the other hand, the causes and difficulties that according to the teachers show upon to introduce these sports in the educational field, are grouped depending on what they know, what they think and what the teachers need.

What they know

Academic training

According to the researches carried out, between the 72-83 % of the teachers that teach the PE subject studied PE (Viciano and Requena, 2002). So, we can confirm there are PE teachers that do not have academic training enough to teach fighting sports (Brousse, Villamón and Molina, 1999).

Experiences and interests

The block of Games and Sports is the most selected by the professorate of PE in the first two grades of CSE (Robles, Fuentes-Guerra and Robles, 2010). The team sports are the most selected followed by the individual ones and those with adversary, being the judo the combat sport that is more practised (Robles, Fuentes-Guerra and Robles, 2010; Zabala, Viciano and Lozano, 2002).

What they think

Violence that is generated by the practise of the sport

This discrimination to the combat sports comes marked by prejudices such as the lack of collaboration between adversaries and the continuous opposition could be dangerous and violent (Akilian, 2007; Camerino, Gutiérrez and Prieto, 2011; Carratalá, 2002; Ruiz-Sanchis, Bastida and Ros, 2011; Villamón, García, Casado and Alventosa, 2005) and, in their beginnings they were conceived with the purpose of destroying the enemy's body and inflict the biggest damage possible to the adversary (Moreno, 2011).

Masculinization that they cause in women

The combat sports are traditionally considered as a sport done for men (Camerino, Gutiérrez and Prieto, 2011) and this is due to their historical function of doing a man become a man (Gatica, 2004) and these sports are only for men who want to demonstrate their value.

Demands and interests of the students

The professorate of PE keep different factors in mind when they carry out the planning, among which are the characteristics of the students and their preferences. If the students do not receive incentives related to these sports, this cause their ignorance and the combat sports are not practised in the school because of the absence of demand (Espartero y Gutiérrez, 2004).

What they need

Facilities and materials the school has

Many teachers keep the material (Viciano and Requena, 2002; Viciano, Zabala, Dalmau, Miranda and Sánchez, 2004) and the space in mind (Brousse, Villamón and Molina, 1999) to carry out the sessions so, if the teachers do not have the regulation material and space to practise the combat sports, they will not choose these contents. A disadvantage that minority sports suffer is that the sports facilities in schools of antique building are usually built for the practise of determinate traditional sports such as football, basketball and handball (Brousse, Villamón and Molina, 1999; Castejon, 2004).

Shortage of educational proposals

We find more and more Didactic Units (DU) about combat sports, but these DU are aimed at an audience with previous knowledge in these sports (Robles, 2008). This causes that the professorate who want to begin with these sports to teach them in class, have many difficulties because of the absence of a minimum level to understand these UD. Moreover, it is difficult to find didactic materials from an educational-training model (Brousse, Villamón y Molina, 1999; Ruiz-Sanchis, Bastida y Ros, 2011).

Aim

The purpose of this research is to know what the professorate think, what they know and what they need about boxing as content within the PE and the aspects that make their presence conditional on the PE programming. A questionnaire based on diverse causes highlighted in different studies, was prepared to achieve the aim (Robles, 2008; Robles, Fuentes-Guerra and Robles, 2010). This questionnaire allow us to know what the professorate that teach PE in CSE in the Valencian Community think about this topic.

Material and Method

Participants

The population of this research is the professorate of CSE that teach the PE subject in the Valencian Community. Eighty-one active teachers participate in this research during the 2013-2014 school year (51 men and 30 women), with an age of 41, 3 (*Standard Deviation* (*S.D.*) = 39.4), and with an average experience in teaching of 15, 5 years (*S.D.* = 9.9).

Instrument

The questionnaire has 19 items of close questions with response scales type Likert of 1 to 5, being 1 “*strongly disagree*” and 5 “*strongly agree*”. The reliability analysis of the method α of Cronbach was applied for the three categories (what they know, what they think and what they need) proving an acceptable internal consistency, with a global value of .89, suitable for attitude researches. Moreover, the reliability analysis by the method of division in halves which coincides in the result and even is slightly superior .90. The scale assess by three subscales, a) *What the teacher knows* about Boxing (items 1, 2, 3, 15 and 19), b) *What the teacher thinks* about Boxing (items 4, 7, 8, 10, 12, 14, 16 and 17) and c) *What the teacher needs* to choose the content of Boxing. The internal consistency (α of Cronbach) of the three subscales has been .78, .81 and .67 respectively.

Analysis

The initial statistical analysis (Kolmogorov–Smirnov) presents a normal distribution of the variables. A frequency analysis and a comparative analysis are carried out using as

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statistical contrast the proof *t*-Student to compare between the groups according to the gender. The Bonferroni correction factor is applied to reduce the accumulated error (type I error) in the 2 *t* tests carried out in every differential analysis. In this way, the significance level only for the individuals that have received some training in combat sports, to determinate the role of the training about the knowledge, thinking and needs of the professorate. The statistical analysis is carried out using the SPSS 2.0 program with licence of the Catholic University of Valencia.

Results

The descriptive statistical analysis of the variables of the study (average and standard deviation) are presented in table 2. Also in this table we can observe the differential analysis (*t* – Student) carried out in the variables according to the genre (men and women). The differential analysis shows that men have more score in the scale of *What they know* ($t = -2,28; p < 0,02$) and in the subscale of *What they think* ($t = -2.24; p < 0,02$) than women. However, women have more score in the subscale of *What they need*. No statistically significant differences were found in the subscale of Sport practice and experience (primary and secondary) with Games with adversaries ($t = -2,37; p < 0,01$) that we show below (Table 2):

Table No2. Descriptive statistical analysis

	Women		Men		t
	A	S.D.	A	S.D.	
<i>What they know</i>	3.17*	.78	3.39	.75	-2.14
<i>What they think</i>	3.52*	.39	3.80	.81	-1.76
<i>What they need</i>	2.22	.661	2.36	1.06	.63

The analysis of ANOVA of a factor confirms the presence of significant differences between those who receive training in combat sports with more values in *What they know* ($F=28.410; p=.00$) and in *What they need* ($F=8.071; p=.00$) and those who do not receive it. The subscale of *What they think* did not show significant differences between both groups.

Discussion

The considerations are presented according to the obtained results organized depending on what the professorate know, what they think and what they need.

What they know: the professorate emphasise that the basis of boxing are little known in general (78.3%). Female teachers think they feel little prepared to develop this content in the PE class. Nevertheless, the professorate believe that is easy to explain and understand by their students (56.7%). They disagree with the possibility of designing the material of practice, doing their practice impossible (Robles, 2005; Robles, 2008; Viciano and Requena, 2002; Viciano, Zabala, Dalmau, Miranda and Sánchez, 2004). It is considered that the correct conjunction of the binomial, training and practice, is one of the keys to dominate and select the modality of boxing in the school.

What they think: the professorate think the modality of Olympic boxing is dangerous (Camerino, Gutiérrez and Prieto, 2011; Carratalá, 2002; Ruiz-Sanchis, Bastida and Ros, 2011; Villamón, García, Casado and Alventosa, 2005) for their students, especially among male teachers (53%) against women teachers (44%), reducing this belief significantly ($p = .001$) if they belong to the group that have received training courses and consider the practice of boxing less dangerous (21%) and risky (25%) than those who do not have the previous training. It is understood that the view of risk the teachers have about the modality of boxing is biased by the negative influence that the media have transmitted. The 81% of the teachers in this research consider the boxing as a sport that can encourage the aggressiveness (Thabot, 1999) among students, due to their training in this sport is lacking and they do not know this sport has a utilitarian side if it is suitably taught, allowing that confrontations can be avoided (Brown and Johnson, 2000). The female teachers without previous training courses think boxing is a masculinizing sport for the women (61%) (Tamburrini, 2011). The professorate do not believe that boxing is an expensive sport for its practice at school (37.3%), they think it can be a very motivating content for their students (72.2%) and that does not represent a suitable content for the values development in the PE class (65%) against what some authors defend (Iglesias, Anguera and González Arévalo, 2007; Jurado, 2005; Ruiz-Sanchis, Bastida and Ros, 2011).

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What they need: The professorate in general think that although they have the material for the practice, they are not qualified to include the boxing contents in the classroom (78%), especially women. Nevertheless, they consider that more didactic material should exist for the introduction to the boxing, adjusted to the PE (84%) (Brousse, Villamón and Molina, 1999; Robles, Giménez and Abad, 2010; Ruiz, Estevan, Falcó and Ros, 2011). It is showed, in general, a predisposition to spend their time in learning and understanding better its basis, where female teachers show a higher evaluation (76.7%). The teachers consider that it should exist more didactic material for the introduction of the boxing, especially the professorate that have received training courses and even they would like to receive more training courses ($p = .000$).

Conclusions

Among the conclusions of this research, it is highlighted the lack of awareness of the basic basis of boxing reflected in the lack of competence of the teachers when they teach a DU in the secondary education classrooms. The absence of suitable material for the practice at schools gets away the possibilities of its selection in the syllabus.

What is more, it presents prejudices that complicate the introduction of this modality in the classrooms because they think it is dangerous and risky for the students. The professorate that have received training in combat sports do not share this view, even it is reduced among female teachers the belief that this modality is masculinizing.

The design of curricular materials adjusted to the PE classes, for its practice or as work guide, is transformed into an essential tool to reduce prejudices and make the modality of boxing public in the educational field.

The initial and continuous training plays a significant role for the existence of a school practice with different experiences, allowing the future teachers achieve educational competences that gives a professional knowledge guided to improve the quality of the education, breaking the vicious cycle in which the combat sports are held, specially boxing, in the educational field.

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