

The physical education and their influence in the promotion of the sport initiation

Abstract

Physical Education has become an important area of educational intervention, focusing on classroom learning and student motivations. Therefore, this research aimed to evaluate the current status of promoting school sports initiation through Physical Education in primary schools in the community of "El Jíbaro" in the municipality of La Sierpe. The following research methods and techniques were used: theoretical: analytical-synthetic, inductive-deductive; empirical: surveys, interviews, document analysis; and statistical-mathematical: empirical frequency distribution. The necessary information was collected, allowing for an analysis of the context surrounding sports initiation among 4th, 5th, and 6th grade students in the community of "El Jíbaro" in the municipality of La Sierpe. It is concluded that the lack of appropriate sports areas, as well as the lack of support from the families of the students, the insufficient action of the sports teachers the lack of support from schools to encourage school sports, the limited promotion of sports activities in schools, and video games and the internet are hindering the aspirations of widespread sports practice during extracurricular activities for primary school children in the community of "El Jíbaro" in the municipality of La Sierpe.

Keywords: Physical education, sports initiation, schoolchildren

Introduction

Organized physical and sports activities are defined as activities that are carried out regularly, with established schedules, facilities, and technical managers. This includes both generic physical activities (with the organizational elements described) and sports training and competitions. For Ají (2019), the impact of sports reserves is valued as the main indicator of a country's sports development, where positive results can only be achieved if there is consistent training work at the Sports Initiation stage.

In this regard, the need to guarantee the sports reserve for the next Olympic cycles is made explicit, considering the demographic reality, as well as the prospects for new approaches to the practice of introductory sports from the perspective of pioneering sports. This requires the effectiveness demonstrated by sports technicians, specialists, and teachers in their performance in different areas. This is achieved with the leadership of

all stakeholders involved in identifying potential in introductory school sports, through their transformative role in the process, achieving a comprehensive understanding of each individual through mastery of technological knowledge and a comprehensive professional culture.

Among the services that sports organizations provide to society, those aimed at children are considered vitally important for two main reasons: they are the largest social group when it comes to physical activity, and engaging in these activities also contributes to the creation and consolidation of sports habits that can lead to healthy lifestyles.

For Odriozola & Rodríguez (2020), the development of physical activity and sports contributes to improving people's physical, psychological, and social conditions and, in an environment conducive to learning, becomes an effective tool for the comprehensive education of individuals, through the promotion of values and skills.

This is particularly relevant in early human life. Globally, the recognition of such benefits is due to the importance of sport for today's societies. For this reason, public stakeholders have grown interest in promoting its practice, strengthening sports systems, and improving their management.

For his part, Noa (2016) demonstrates the approaches of the aforementioned authors, but recognizes that sports initiation in Cuba moves within two educational scenarios: the first, as an extracurricular activity in sports for all, that is, an extension of the learning of Physical Education content, and the other, in the specialized sports area, oriented toward performance sports.

To discuss school sports initiation, it is necessary to go back to the first promoters of this theory in the Old Continent, from where it emerges that this has been a widely studied process by various authors, as well as more recent ones, such as Guillen et al. (2019); Hours (2021); Cruz Cepeda, K. L., Rodríguez Verdura, H., & Aróstica Villa, O. (2022); León Vázquez, L. L., Torres Pérez, I., & Hernández Valdés, M. (2022) and GEIDESS (2022). They confirm the pedagogical nature of sports initiation, even going so far as to define its regularities.

Likewise, Rodríguez Verdura et al. (2021) adopt Noa's (2016) criteria, specifically that of including sports for all in sports initiation, and add that it has been limited in Cuba in fulfilling the goals and objectives that underpin its theory, due to the tendency toward "championship" that stimulates the various actors involved in its implementation, from parents, the community, and even the sports teachers themselves.

Introduction to sports varies among children depending on their age. If a child starts at an early age (before age 10), they will be strongly influenced by their family. That is, if their parents and siblings practice sports, it's difficult for them not to; therefore, family tradition is very important. Furthermore, at these ages, the mythical conception of sports is very important (who hasn't dreamed of being a great athlete or champion?). (Borroto Pérez, J. A., & de la Paz Ávila, J. E.; 2022)

School also plays a decisive role in the beginning. Classmates, adequate facilities, and coaches will be key factors to consider at the beginning; as will the type of sport taught there, usually soccer, basketball, or handball. Let's not forget that children spend long periods of time at school, and perhaps the activity they most desire is physical activity, especially sports and games. (Carmona Cañizares, B. A. et al; 2021)

In the particular case of the community of "El Jibaro" in the municipality of La Sierpe, inconsistencies persist in the timely promotion of children's sports initiation in schools. Hence the importance of schools, and particularly Physical Education, in influencing the sports orientation of students and the development of habits and preferences toward sports practice.

These reasons lead us to define the scientific problem: How is sports initiation in schools promoted through Physical Education in primary education in the community of "El Jíbaro" in the municipality of La Sierpe?

The objective guiding this research focuses on evaluating the current status of sports initiation in schools through Physical Education in primary education in the community of "El Jíbaro" in the municipality of La Sierpe.

Materials and methods

Population and sample

The research population consisted of 82 schoolchildren from 4th to 6th grade, aged 10 to 12. A sample of all students physically fit for sports was drawn from this sample. Eight were excluded from this study due to presenting medical certificates disqualifying them from participating in any sport.

Permission was requested from the school staff at the "Eladio Manuel González Toledo" Elementary School in "El Jíbaro" in the municipality of La Sierpe, where the data would be collected. The parents of the students were then contacted to request their consent for their children's participation, as they were minors. One hundred percent of the students provided their legal guardians' authorization and participated in the study.

Table 1. Characterization of the study sample

Degrees	4to	5to	6to	Total
Males	12	12	11	35
Females	8	13	16	37
Total	20	25	27	72

The sample consisted of 72 schoolchildren between the ages of 10 and 12, 48.6% of whom were boys and 51.4% of whom were girls.

A second population consisted of the two Physical Education teachers at the school who taught the students in question or taught a specific sport at the school.

Methods

Different methods were used in the research:

- Analytical-synthetic: with the aim of preparing a summary of the similarities and differences in the information provided by students and teachers. This allowed us to move from the general to the specific.
- Inductive-deductive: with the purpose of understanding the reality of the problem under investigation and arriving at partial and definitive conclusions derived from the research process.

Empirical level:

- Document analysis: This was used to review the evaluation records of the physical fitness tests for the sample of schoolchildren under study, with the aim of determining which of them are in appropriate physical condition for sports practice.
- Survey: Among 4th, 5th, and 6th grade students at the "Eladio Manuel González Toledo" Elementary School in the "El Jíbaro" community in the La Sierpe municipality, who are receiving physical education and are fit for sports but do not participate; the objective was to determine the causes that lead to this, as well as their motivations for taking up sports.
- Interview: with Physical Education teachers who teach these students, to supplement the information provided by them.

At the statistical-mathematical level:

- Empirical frequency distribution: necessary for the quantitative analysis of the results obtained from the application of the different research instruments.

The instruments were administered in the morning during the first shift by a trained collaborator. The administration lasted approximately 15 minutes and took place in the classrooms, at the beginning of the work sessions, without the presence of Physical Education teachers to facilitate anonymity and spontaneity in the responses. Before presenting the instruments to the general sample, they were administered to a small pilot group of 12 students with characteristics similar to those of the study sample, with the aim of verifying their understanding of the items in case any modifications were necessary.

The work was carried out in the following phases:

- Development of the data collection instruments.
- Implementation of the instruments.
- Analysis and interpretation.

- Report writing.

Regarding the data collection procedure, information was obtained as follows:

1. Note down the objectives that guided subsequent actions.
2. Theoretical review of the study topic.
3. Preparation of the first draft of the instruments (survey and interview).
4. Pilot application of the developed instruments.
5. Adaptation, development, and final application of the developed instruments.
6. Statistical analysis and interpretation of the results.
7. The work was concluded by drawing conclusions and writing the final study report.

Results and Discussion

For a better analysis of the results obtained, it was decided to conduct the survey, taking into account the aspects addressed in the survey for schoolchildren separately.

This would address:

Table 2. Schoolchildren's responses regarding personal aspects that may prevent them from starting regular sports practice.

Questions	Answers					
	Yes			No		
Personal aspects	%	F	M	%	F	M
I have time to play sports.	76,4	25	30	23,6	12	5
I prefer traditional games and not sports.	45,8	13	23	54,2	27	12
I prefer video games and the internet and not sports.	63,9	30	16	36,1	7	19
I have a uniform for sports practice	50	7	29	50	30	6

In the responses from schoolchildren regarding personal aspects that may prevent them from starting regular sports practice, Table 2 shows that 76.4% stated that they have time to play sports, although the figure is higher among boys than girls. Traditional games are not highly preferred among students, with 54.2% rejecting them. However, a marked

preference (63.9%) was found for video games and the internet over sports. The issue of sportswear does not emerge as a problem for these schoolchildren's sports practice.

The results obtained are consistent with the trend seen in recent years, where children and adolescents prefer video games over regular sports practice, as reported in studies by Rojas Rincón, Santamaría Ramos & Sánchez Aglala (2024), among others.

Table 3. Schoolchildren's responses regarding social aspects that may prevent them from starting regular sports practice.

Questions	Answers					
	Yes			No		
Social aspects	Total	F	M	Total	F	M
There are areas for practicing the sport that I like	21	9	12	51	28	23
Can I use sports areas near my school or home?	25	10	15	47	27	20
Is there a sports teacher who can help me?	22	7	15	50	30	20
There are sports equipment	12	0	12	59	37	22

Regarding the responses from schoolchildren regarding social factors that may prevent them from starting regular sports practice, as shown in Table 3, it is observed that 78.8% of respondents state that there are no areas for practicing the sport they enjoy, 65.3% state that they cannot attend sports facilities near their school or home. 69.4% also state that there are no teachers for sports practice, and 81.9% that they are not provided with sports equipment. However, 86.1% consider the sports activity schedule to be adequate.

These results reflect the reality that afflicts poor and resource-poor countries, from which this country is no exception. This is consistent with recent studies that support this reality; such is the case of the study by Bennasar-García & Silva Suniaga (2024), which describes this reality in Latin America.

Table 4. Schoolchildren's responses regarding family issues that may prevent them from starting regular sports practice.

Questions	Answers					
	Yes			No		
Family aspects	Total	F	M	Total	F	M
My parents allow me to play sports	26	6	20	46	31	15
My parents would like me to be an athlete	27	10	17	45	17	28
A sports teacher has come to my house to get me started in sports.	17	7	10	55	30	25

Regarding family aspects, Table 5 clearly shows how little families are aware of the benefits of sports practice for children. This is evident from the fact that 63.9% of those surveyed, according to their own criteria, state that their parents do not allow them to play sports, which is more concerning for girls than for boys. Similarly, 62.5% of these parents do not want their children to be athletes. These responses show no involvement from sports teachers in their relationship with parents, as 76.4% of the schoolchildren surveyed stated that no teacher has come to their home to pick them up to play sports.

This approach coincides with Espejo & Muñoz (2024), who highlight the fundamental role that the family plays in the lives of athletes at different stages, including the beginning of their practice.

Table 5. Student responses regarding school-related issues that may prevent them from starting regular sports practice.

Questions	Answers					
	Yes			No		
School aspects	%	F	M	%	F	M
At school they promote sports activities	59,5	23	20	40,3	14	15

The Sports for All schedule is used for sports practice.	45,8	18	15	54,2	19	20
I have a permanent Physical Education teacher.	80,6	30	28	16,7	7	5
In the Physical Education shift we practice sports	43,1	13	18	56,9	24	17

Table 5 presents students' responses regarding school-related issues that may prevent them from starting regular sports practice. In this regard, it is observed that the students' opinions are somewhat divided on three of the four items questioned. Only 80.6% responded positively regarding the stability of physical education teachers.

The interview with the school's physical education teachers revealed certain limitations in infrastructure, material resources, and teachers' preparation for certain sports to undertake educational interventions. The focus was on the learning climate in the classroom and the students' motivations for regular and systematic sports practice.

Therefore, it is not enough to have a teacher physically present during the students' sports practice; it is necessary for them to be well prepared and, above all, in agreement with Bonacic-Doric (2024), to have the desire and passion to teach.

Conclusion

The promotion of school sports initiation through Physical Education in primary schools in the community of El Jíbaro in the municipality of La Sierpe is insufficient. The lack of appropriate sports areas, as well as the lack of support from students' families, the insufficient efforts of sports teachers who do not attend school to encourage schoolchildren to participate in sports, the limited promotion of sports activities in schools, and video games and the internet are all hindering the aspirations of widespread sports practice during after-school hours in the community of El Jíbaro in the municipality of La Sierpe.

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