

EVALUATION OF THE EXPERIENCES OF CLASSROOM TEACHERS TO EXTRA-CURRICULAR ACTIVITIES WITHIN THE PHYSICAL EDUCATION

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(Preliminary communication)

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Abstract

Through this co-author work, it has been researched a pedagogical value and also the influence of extracurricular activities in improvement of Physical Education efficiency, then contribution in increase of psycho-physical characteristics of students, determination of further development and gaining of certain data from the examined teachers towards free activities within Physical Education teaching. Valorisation of experiences has been on a sample of 160 teachers of both genders pursuant to the aim of the research, and it has been seen views and opinions of teachers by a survey technique from the area of Novi Pazar municipality and surrounding cities. The content of the survey has been composed from current issues, where we gain the insight from individual engagement to school engagement, school management engagement, cooperation with parents, education, usage of literature, and also to numerous specifics of Physical Education teaching. Gained results have been ranged over Tables, where it has been noticed and shown percentage frequency of answers by using a descriptive, comparative and analyse method of contents.

Keywords: *survey, attitudes, parents, methods, programme contents, motor skills, competitions, percentages*

INTRODUCTION

Physical education is an important place in the educational process, it has its own characteristics and features which are quite different from other subjects. The differences are especially realizes the contents of work and impact on physical development, function and motor skills of students. Leisure activities provide great opportunities and supplement to compulsory education, provide the deepening of knowledge acquisition, skills and habits in line with modern developments, needs and interests of students. The leisure activities are especially manifest independence, closer links theory and practice, socialization and the construction of mutual relations, as well as gaining experience and pleasant emotions.

The subject of this research is pedagogical

evaluation and impact of extra-curricular activities in the contribution to increase the efficiency of physical education. The study aim is to determine the transformational impact of extra-curricular activities to further the development of some features and get some data on the attitudes of classroom teachers, according to some current questions.

When we define the object of research, we set and the main hypothesis concerning the great influence of leisure activities on the development of motor and functional abilities of students.

Auxiliary hypothesis: 1 Teachers in particular stress the importance of leisure activities in the area of the subject of physical education in relation to other objects. 2. There is little time

Table 1. Question 1, Educational attainment of respondents

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	Medium	6	5	5	13	11	7
2.	Higher	61	51	22	55	83	51
3.	High	46	38	11	27	57	36
4.	Master	7	6	2	5	9	6
TOTAL		120	100	40	100	160	100

Table 2. Questions 2, How long have you worked as a teacher?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	1-5	5	4	3	7	8	5
2.	5-10	23	19	8	20	31	19
3.	10-15	24	20	6	15	30	19
4.	15-20	26	22	5	13	31	19
5.	20-25	18	15	4	10	22	14
6.	25-30	14	12	6	15	20	13
7.	More than 30	10	8	8	20	18	11
TOTAL		120	100	40	100	160	100

Table 3. Question 3 How long have you worked as a teacher?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	School	36	30	14	35	50	31
2.	Among the school within a municipality	31	26	12	30	43	27
3.	District	21	18	6	15	27	17
4.	Inter-district	16	13	4	10	20	13
5.	Republican	12	10	3	7	15	9
6.	I have not participated	4	3	1	3	5	3
TOTAL		120	100	40	100	160	100

devoted to leisure activities. 3. Teachers are not sufficiently engaged in various competitions. 4. Poor coordination between teachers and sports clubs. 5. Raise the level of supervision in physical education classes. 6. A small number of investments in equipment and props for organizing extra-curricular activities. 7. Insufficient cooperation of teachers and Serbian federations. 8. School irregularly organized crossing, trips, camps

RESEARCH METHODS

In this survey will be used descriptive methods for data collection, processing and interpretation. The research will be conducted by the questionnaire for teachers. It we want to determine the incidence of extra-curricular activities (in addition to regular classes) and specific pedagogical processes in the extracurricular activities of the teaching fields

The research involved 160 teachers from

Table 4. Question 4, Rate free activities from 5 to 1?*

Ord. num.	Modalities	Marks									
		5	%	4	%	3	%	2	%	1	%
1.	Swimming	42	26	29	18	5	3	4	3	3	2
2.	Skating	-	-	7	4	8	5	11	7	14	9
3.	Skiing	14	9	15	9	10	6	6	4	10	6
4.	Rollerblading	7	4	5	3	12	8	14	9	19	12
5.	Volleyball	16	10	10	6	15	9	7	4	4	3
6.	Mountaineering	4	3	3	2	5	3	16	10	18	11
7.	Basketball	17	11	10	6	10	6	7	4	4	3
8.	Gymnastics	2	1	5	3	6	4	18	11	19	12
9.	Acrobatics	1	1	3	2	4	3	7	4	11	7
10.	Athletics	7	4	5	3	5	3	8	5	3	2
11.	Football	9	6	7	4	8	5	6	4	4	3
12.	Rhythmic	7	4	5	3	7	4	5	3	5	3
13.	Fighting	12	8	16	10	11	7	7	4	7	4
14.	Table tennis	6	4	15	9	12	8	9	6	8	5
15.	Handball	5	3	8	5	7	4	8	5	9	6
16.	Badminton	6	4	9	6	27	17	15	9	16	10
17.	Tennis	5	3	8	5	8	3	12	8	6	4
TOTAL		160	100	160	100	160	100	160	100	160	100

Table 5. Question 5 How many hours a week devote to free activities with students?

Ord. num.	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	1-2 times a month	42	35	15	36	57	36
2.	2-3 times a month	51	43	12	31	63	39
3.	3-4 times a month	15	13	8	20	23	14
4.	Rarely practiced leisure activities	12	9	5	13	17	11
TOTAL		120	100	40	100	160	100

Table 6. Question 6, Do you participate in competitions with students?

Ord. num.	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	Participate in school	42	35	15	36	57	36
2.	Participate in all competitions	51	43	12	31	63	39
3.	Not participate	15	13	8	20	23	14
TOTAL		120	100	40	100	160	100

Table 7. Question 7, Does the school conduct tests with a sporting interest section?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	YES	52	43	17	42	69	43
2.	NO	49	41	16	40	65	41
3.	Sometimes	19	16	7	18	26	16
TOTAL		120	100	40	100	160	100

Table 8. Question 8 Do sports activities interfere the implementation of teaching content?

Ord. num	Modalities	Teachers		Teachers		Total	
		No.	%	No.	%	No.	%
1.	Not interfere	71	59	9	47	90	56
2.	Interfere	7	6	3	7	10	6
3.	Encourage on harder work	26	22	11	28	37	23
4.	Occasionally interfere	16	13	7	18	23	15
TOTAL		120	100	40	100	160	100

Table 9. Question 9, How long have you trained for the subject of physical education?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	I believe I am knowledgeable enough	26	22	11	27	37	23
2.	I'm not completely knowledgeable	55	46	17	42	72	45
3.	I am not sufficiently knowledgeable	21	17	7	18	28	18
4.	I suggest further training	18	15	5	13	23	14
TOTAL		120	100	40	100	160	100

Table 10. Question 10, Do you organize a cross in the fall and spring?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	YES	68	57	17	42	85	53
2.	NO	19	16	11	28	30	19
3.	Sometimes	33	27	12	30	45	28
TOTAL		120	100	40	100	160	100

Table 11. Question 11, Does the school organize training non-swimmers?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	YES	7	6	3	7	10	6
2.	NO	106	88	34	85	140	88
3.	Sometimes	7	6	3	8	10	6
TOTAL		120	100	40	100	160	100

Table 12. Question 12 Does the school has enough teaching aids?

Ord. num	Modalities	Teachers (f)		Teachers (m)		Total	
		No.	%	No.	%	No.	%
1.	YES	41	34	12	30	53	33
2.	NO	62	52	21	52	83	52
3.	I'm not sure	17	14	7	18	24	15
TOTAL		120	100	40	100	160	100

several schools. During the study, all collected data were processed by the appropriate statistical procedure. For all modes of occurrence and responses were calculated frequency as a percentage, as well as indicators of their structure and relevant values.

INTERPRETATION OF RESULTS

The collected opinions, views and suggestions of classroom teachers related to extracurricular activities in physical education are the distinguishing of: basic information on the respondents, and the details of their involvement in extracurricular activities, as well as information on working conditions and monitoring of extracurricular activities within the subject.

Reviewing the structure of Table 1, I noted that the majority of respondents with college degrees, 51%, which is the reason that can affect the quality of the organization of extracurricular activities, because the students from higher schools had less classes from both physical education and other areas of sports, which are present at teacher colleges.

Looking at the results (table 2) that are ranked in order of response, state that the lowest number of respondents with work experience of 5 years, and that about 40% of the working path to 20 years. These are teachers who have educated in 50% of cases.

The answers (table 3) to this question indicate that most of the respondents participate in school and interschool competitions, and noted that a small number of participants at the national

competition.

*Rate 5, get a favorite sport. Rate 4, have the sports that would like to pursue. Rate 3, have the sports, which would occasionally practiced. Rate 2, have the sports, which would not have wanted to do. Rate 1, have sports that are not dealt with under any circumstances. From the table 4, showing the 17 sports activities, we can rightfully say most popular sporting activities, which are practiced in schools, and those that are favorites, but the conditions do not practice.

The analysis of issue (table 5), investigators point out that free activities devote 2-3 hours per month, or 39% of respondents. Of particular concern are the 17 respondents rarely practiced free activities.

Modalities to question (table 6) are divided into three sections, where we note that a large number of respondents participate in school competitions, and is particularly worrying that 23 respondents or 14%, does not participate in organized competitions.

The answers to question (table 7) indicate irresponsibility school when it comes to interest in the sports section. This issue needs to be an important topic of discussion in sports organizations and school administration.

Recognizing the importance of physical education (table 8), we believe that the majority of respondents answered that sports activities do not interfere with students in the implementation of curriculum.

The research on question (table 9), we have the answer, that a large number of respondents

considered themselves under-educated on this subject, which gives a lot of material for further improvement of physical education programs in teacher training college.

Organization of the cross (table 10) , as a mandatory activity, intended for teaching practice and testing, which obliges the school to two cross during the school year. With these questions and answers, should be inform school management, and other institutions.

A very sensitive investigation, which calls for community support and all the factors in the field of sport and education, devote more care, especially as it is known that there is a large number of students who do not know how to swim (table 11).

Reviewing and comparing the rates (table 12), we can rightfully say that most of the respondents indicated the lack of teaching aids - devices and equipment for physical education.

CONCLUSION

Analyzing the results we obtained our survey questionnaire, which included 160 respondents of primary school teachers, we got the following conclusions:

Quality of work, the extra - curricular activities with physical education, should be raised to a higher level. The percentage of responses received is relatively approximate in their quality, advertising of sport and physical education, and their motivations.

A significant majority of teachers are committed to sports activities do not interfere with regular monitoring of teaching.

Most of our respondents are less familiar with higher level of competition, pointing to a weaker commitment to work at the first stage of the competition. Respondents are, determine the exercise of free activities, especially swimming, which have no material conditions, which indicates the alarming neglect of swimming in a large number of non-swimmers.

Respondents point to the role of the community at a greater concern, interest in large - scale work in extracurricular activities. A special note is on the importance of school sport associations and their establishment, the greater concern of school boards, school directors and pedagogues, to control the organization of these classes of activities. Organized labor should seek more cooperation with educators of physical education, organized several scientific meetings, where you need to pay special attention to teacher education. It also should strive to provide the school with some of the assets, devices and accessories for the organization of teaching in the extracurricular activities of this subject.

In order to carry out complex tasks, extracurricular activities in the schools should be adjusted to include greater support from the Ministry of Youth and Sport, as concern for the health and physical development in physical and functional abilities can not be ignored. A special appeal to the further improvement of extra-curricular activities in physical education, should be sought from the society in which we live.

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ВАЛОРИЗАЦИЈА НА ИСКУСТВОТО НА ОДДЕЛЕНСКИТЕ УЧИТЕЛИ КОН ВОННАСТАВНИТЕ АКТИВНОСТИ ВО ФИЗИЧКОТО ВОСПИТУВАЊЕ

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(Прелиходно соопштение)

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Апстракт

Во истражувањето е истражувана педагошката вредност и влијанието на воннаставните активности врз напредувањето на ефикасноста на физичкото воспитување во врска со психофизичките карактеристики на учениците. Притоа, се добиени податоци од одделенските учители за слободните активности на физичкото воспитување. На тој начин, со примена на техниката на анкеирање, валоризирано е искуството во ова насока, на 160 одделенски учители од два пола од Нови Пазар и околните градови. Во согласност со целите на истражувањето, собрани се податоци за нивните ставови и мислења за нивното индивидуално ангажирање, ангажирањето на училиштето и неговата улога, соработката на родителите, едукацијата, користењето на литература и некои други специфичности за наставаа по физичко воспитување. Добиените податоци од анкеирањето се обработени со фреквенции и процентуални показатели. Тие се анализирани со дескрипција и компарација на утврдените разлики од анкетните одговори.

Клучни зборови: анкеирање, родители, програми, методи,
моторни способности, напревари, проценти