

Case Study on Physical Education and Sport in Naples, Italy

Di Tore P. A.,

Raiola G.

Faculty of Formation Sciences, Department of Human,
Philosophical and Formation Sciences, University of Salerno, Italy

Doi:10.5901/mjss.2012.v3n11p471

Abstract In 2009 Minister of Education University and Research (MIUR) of Italy enacted the Guidelines of physical education and sport to improve the sport activity into the school through the sport school association and gives, for this aim, only 33% of amount of economical resources allocated in the previous years for extra activity of physical education. Approach: From a case study to compare data between 2 years of a sample of 10 schools of Naples, 6 schools decreased sports activity, 4 schools slightly increased and only one school increased significantly adding own economical resources. Furthermore, this school also deliberated a collaboration with sport association as new Guidelines suggested. The aim of this study is to investigate the process adopted by the school. Method is case study to describe the process. Results and Conclusion: All 10 schools confirm the past sport activities in different forms with several percentages among the schools. The decrease of number of students is significant and generally distributed. Seven schools utilized only the economical ministerial resource and only 2 schools utilized economical ministerial resources and a few own economical resources. The datum of only one school adding own economical resource in congruent amount means that just the 10% of schools understand the spirit of change according to the new Guidelines of Physical Education and Sport. The study suggests to start an investigation on public sport education service offered by school and by sport association and to establish a specific committee to investigate every aspect of this phenomenon.

Keywords: Regulation document, Sport association, Skills learning

1. Introduction

Nowadays, the Physical Education and Sport in Italian school meets several following problems: decreasing amount of compulsory physical education, decreasing quality of physical education, high amount of non-exercising pupils, exempted pupils from physical education classes, low physical fitness and motor productivity of youth, insufficient support to disabled pupils, lack of control of Physical Education, weak of social and financial honor of Physical Education and Sport teachers and low interest of graduates in teaching specialization (MIUR, 2009). Furthermore, the phenomenon of exergames is the most problem of the teaching method in the age from 3 to 14 years old because of large diffusion in the student population. This question has to discuss in the school organization according to recent theory of motor skill learning. "With an appropriate educating and training it can uses the neural network theory. It is possible to establish deductive rules of an expert system for the prediction of the opponent's move in a direct confrontation for the fight activities and sports game. Training enables students to use the motor schemes that they acquired during their training (perceptual affordances). The students will reproduce - with growing precision - athletic gestures that allow performing certain actions during the activity. The increasing increment of the accuracy in the execution irreparably leads to a decrease in the movement flexibility because - in order to achieve the expected result - it can not coexist with different execution modalities." (Raiola 2012a) To change this status, it should contribute a new project of education. It is established on the basis of educational domains- human and nature, human and technique, an individual, Society, Culture, Mathematical and Logical Thinking, Language and Communication, Health and Movement, Educational area Health and movement is elaborated in subject physical and sport education in New National Indication (MIUR, 2003), Indication for Curriculum (MIUR, 2007) into modules that include health and its impairment, healthily life style, physical fitness and motor performance, sport activities of movement regime. Furthermore, the Minister of Education, University and Research implements the Sports Student Championship Games every year and gives economical special resource to do teaching in extra time school by the teachers of physical education.

This process is evaluated by school in its internal path and, at the end of it, it is approved. Due to the decreasing of economical resource to destination to school, and in particular of the economical special resource for Sports Student

Championship Games, many schools are not inclined to do activities in extracurricular time. For this reason, the Minister wants to give a response to this problem doing a series of administrative measures to increase motor and sport practice in school. Furthermore, a research by Italian National Olympic Committee (CONI) had carried out the decrease of the sport practitioners and charged this debt of practitioners to school deficit. Thus, the Minister of Education University and Research had, last year, enacted the experimental project called New Guidelines of Physical Education and Sport into the school (MIUR, 2009).

A precedent study has investigated the variation of sport practitioners in a sample of 100 students that have submitted questionnaire with the specific parameters (Raiola and D'Isanto 2011) as a way to analyze the association between indicators and descriptors of phenomenon of sport practices.

In the same way, we would apply this method research to investigate the process into the schools. So, it is useful to know the steps and their dynamic in order to sequence, consistence and timing. Particularly, we want to study the solutions that the school had adopted to resolve the problem to pay the teachers of physical education for the extra work time school. To realize the purpose to improve motor sport activities into the school, it needed the economical added resource to pay the teachers for the extra work time, because they have to organize, train and do the work activities, including the competitions to the others school. The special economical resources, that the Minister has given and is going to give has decreased of 66%. This New Guidelines of Physical Education and Sport (MIUR, 2009) to improve the sport activity establishes a new organizational tool inside the school called School Sport Center. It consists in internal sport association. The question was how it is possible to increase the sport practitioners if the economical resource decreases. Particularly how the School Sport Center can increase the motor and sports activity into the school and to offer a more sport service for the student if money is not enough as such as the past years. So it is important to take in relation ship regulation document under some partial education aspect and didactics. "A clear need for those involved in facilitating the learning process in the field of motor activity is the definition of the criteria underlying the methodological and didactic choices. Not infrequently this definition is based on empiricism or reiteration of established practices. This approach is sometimes effective but not efficient: you will get results without knowing in detail the causes that produced them. A more effective system to select the criteria consists in placing, as a basis of activity, scientific theories about the movement, motor control and motor learning. However, structuring the experience of motor learning on a scientific basis is often difficult due to the absence of supports that are able to translate theory into educational practices to be included in didactics." (Raiola 2012a)

The special objective of past study was to know if there was an increase or decrease of motor and sport activity in Naples schools and what was the solution that the school had adopted in the past year to pay the teachers. CONI research had carried out the decrease of the sport practitioners and the MIUR had, consequently, enacted the experimental project to improve the motor and sports activities into the school.

Thus, it needed economical resource to pay the teachers for organizing, training and doing the competitions, but the special economical resources, Minister had usually given last year had decreased of 66 %. The adopted method for the past work was the case study through quantitative and qualitative methods. Firstly, a sample of 10 schools was requested to start an investigation in order to collect data on motor and sports activity and its costs in the past years. Secondly, data were collected on new and old motor and sports activities. Thirdly, data was examined to identify the school that had increased the motor and sport activities. Finally, schools that increased the motor and sport activity described the process of administrative activities and its steps. The plenty sample of 10 school confirmed the motor and sports activities in previous form but decreased the amount of motor and sports activity for each student. They used only the ministerial specific economical resources. Only 4 schools had increased the sport activities. Only one school had added own economical resource to improve the ministerial resources. This school had deliberated the school sport center with the joint collaboration to sport association to develop educational purposes of motor and sports activity. The order of process was the following:

- a sample of 10 school of Naples was requested to start an investigation in order to collect data on motor and sport activity and its costs in the past years;
- data on motor and sports activities in current and previous year were collected;
- data were examined in order to identify schools that increased the sport activities;
- schools that increased the motor and sport activity were requested to describe the economical strategy and the details and the steps of the process;

The data on participation of external sport association and economical resource was been Tabled by three ranges as following:

From 0% until 33%: no sport associations participation and no additional economical resources.

From 34% until 66%: real participation of sport associations with a marginal role in sport organization, low participation in additional economical resources.

From 67% until 99%: full participation of sport associations with a significant role and significant amount of money

Table 1. Ten schools data

%	New Students Participants	Old Students Participants	Economical Resources	Collaboration Range Sport Association
School 1	30	32	33	33
School 2	27	33	33	33
School 3	29	30	66	33
School 4	33	36	33	66
School 5	38	45	66	66
School 6	24	28	33	33
School 7	29	33	99	33
School 8	32	30	33	99
School 9	30	39	33	33
School 10	26	28	33	33

Table 1. Case study results

Step	Description of single action
1	Discussion and deliberation, inside the school organisms, of School Sport Association and to include sports activity in Offer Education Planning (POF)
2	Allocation of additional own economic resources that needs to realize the sports activity
3	Collaboration with sport association to aim indications of official ministerial document
4	Participation at Sports School Championship (CSS) for several sports and Youth Games
5	Payment of physical education teachers using own economic resources
6	Transfer from Minister to school economical current resources and then payment of physical education teachers

The previous results were the following. Table 1 shows that all 10 schools confirm the past sport activities in different forms with several percentages among the schools but with a significant decrease of number of students that are generally distributed in every school. Seven schools utilized only the economical ministerial resource, while 2 schools utilized economical ministerial resources and a few own economical resources. Only one school added own economical resource in congruent amount. The two schools which added a little bit of economical resource have a good percentage of student participation that is higher than the schools that did not add own economical resource. Only one school increased the sport activities, adding a congruent additional economical resource. All schools deliberated the school sport center through a correct process as such as the administrative and juridical parameters. Only one school established a plenty joint collaboration with a sport association to develop the educational purposes of sport activity and not the competitive sport purpose. Every school confirmed the institution of Sport Student Championship Games and so the sport activity in several forms utilizing the ministerial specific economical resources: it was just of 33% than the past years. Every school encountered a lot of problems to participate to competitive forms of Sport Student Championship Games. Nowadays, for the data that was been decrypted in this introduction it could be examined the school had made a better performance in order the three indicators and its descriptors. The aim of this study is to investigate the process adopted by the school that obtained better performance in relation to indicators described above.

2. Materials and methods

Case study to describe the process and steps. The Case study is a research methodology common in social science (George and Bennett, 2005).

It is based on an in-depth investigation of a single individual, group, or event to explore causation in order to identify underlying principles. Rather than using samples and following a rigid protocol to examine limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information and reporting the results. (Dul and Hak, 2007). As a result the researcher may gain a sharpened understanding of why the instance happened as it did and what might become important to look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses (Eisenhardt, 1989). Another suggestion is that case study should be defined as a research strategy, an empirical inquiry that investigates a phenomenon within its real-life context. Case study research means single and multiple case studies, can include quantitative evidence, relies on multiple sources of evidence and benefits from the prior development of theoretical propositions. Case studies should not be confused with qualitative research and they can be based on any mix of quantitative and qualitative evidence (Bent, 2006). Single subject research provides the statistical framework for making inferences from quantitative case-study data. This is also supported and well-formulated in: The case study is a research approach, situated between concrete data taking techniques and methodological paradigms (Lamnek, 2005). In this study it uses a case study through qualitative and quantitative method with mix approach: case study and statistical data.

3. Results

The study shows the following descriptive data (Table 3):

Discussion and deliberation, inside the school organisms, of School Sport Association and to include sports activity in Offer Education Planning (POF)

Allocation of additional own economical resources that needs to realize the sports activity

Collaboration with sport association to aim indications of official ministerial document

Participation at Sports School Championship (CSS) for several sports and Youth Games

Payment of physical education teachers using own economical resources

Transfer from Minister to school economical current resources and then payment of physical education teachers

4. Discussion

All 10 school confirm the past sport activities in different forms with several percentage among the schools is very good in consideration of the bad actual context of public school. But the significant decrease of number of students, that are generally distributed in every schools, must do a reflection on general situation of high sport left. The 7 schools utilized only the economical ministerial resource and only 2 schools utilized economical ministerial resources is the demonstration of low culture in physical education and sport into school. Furthermore, the low additional own economical resources is relevant to demonstrate the gravity of situation. The datum of only 1 school added own economical resource in congruent amount means that just the 10% of schools understand the spirit of change according to the new Guidelines of Physical Education and Sport (MIUR, 2009). In the same way is the datum that only 1 school increased the sport activities because of it gives a congruent additional economical resource and so the school is according to the sense and spirit of the new Guidelines of Physical Education and Sport (MIUR, 2009).

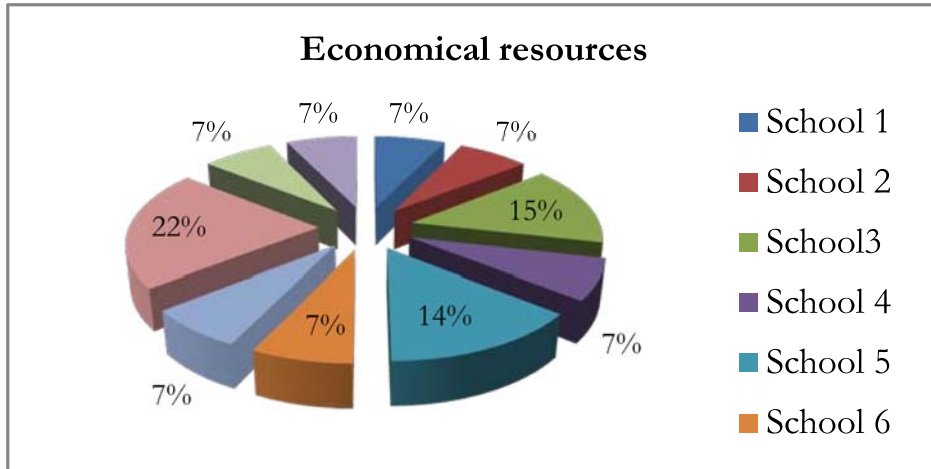


Figure 1 - Economical Resources

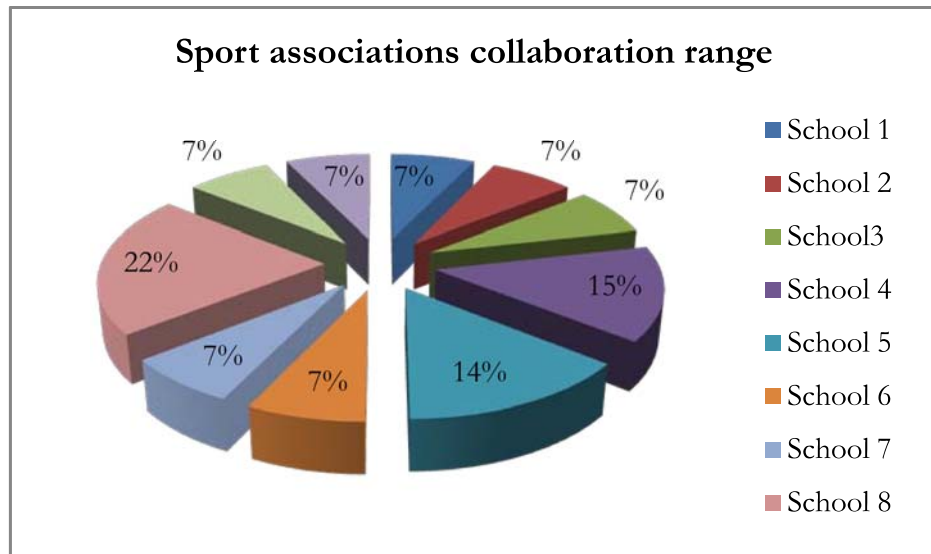
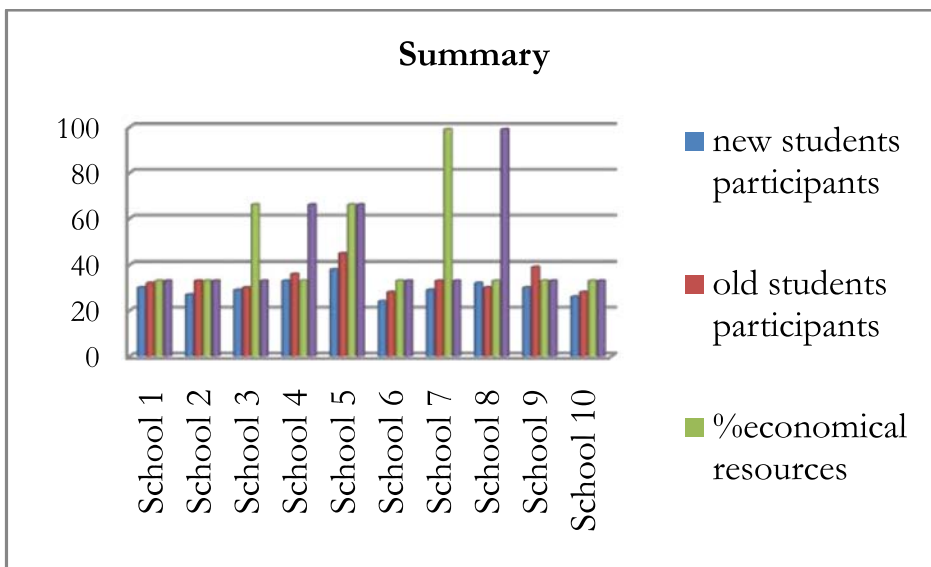


Figure 2 - Sport associations collaboration range



5. Conclusion

The case study of only school established a joint plenty collaboration to sport association to develop the educational purposes of sport activity and not the sport competitive purpose is an ambiguous datum. The results of case study descriptive data open a new reflexion on the reality into the school. Offer Educational Planning (POF) is the tool to solve a problem of lack the joining the sport association and the school in unique physical education and sport organism. Furthermore, if in one hand it is positive for the educative purpose for the school and not vice versa for the competitive purpose for the sport association, in the other hand the quantitative datum is not positive for the lowest percentage of the school occurs in this investigation. The problem about the decrease of ministerial economical resource is nowadays metabolized by the school. So the schools have to be adapted as soon as possible in changing of the scenario of public education without economical resources as well as in the past years. It had shown a complex total negative data on this changing for the physical education and sport into the school. Probably, the sample is not significant because of the schools are in the same territory that is same social problems. It suggests to start an investigation on public sport education service offered by school and by sport association and to establish a specific committee to research on this phenomenon to carry out the data to know every aspect of it. It needs in future to investigate on sport education service offered both school and sport association to agree an institutional collaboration which does not have a distinction between competitive sport and educative one.

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