

THE ANALYSIS OF THE RESULTS OF LASE PART TIME DEPARTMENT YEAR 2 STUDY COURSE “MOVEMENT GAMES” IN STUDY YEAR 2009/2010

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Abstract

In LASE Part time Department the study course of Games is 40 hours and the students receive one credit point for it. In the Games course are included Movement games, what is different in comparison with creative games : regulations are more formal, known and they should be performed by each and everyone, also the process of creative and movement games is different. In sports games several tasks are performed: developmental, educational and upbringing. We analyzed the activity of Part time Department students in the study course of Games and so found out student previous experience about games, evaluate their game organizing and conducting skills. Our aim was to investigate also student marks, depending on their age and gender. We conclude that Women have more satisfactory marks; men have received lower assessment in conducting games. Students, who are not yet 30 years old, are the ones who mostly receive assessment from Mark „3” to Mark „1”.

Key words: Part Time Department, Movement Games, Age and Gender of Students, Marks

Introduction

Latvian Academy of Sport Education (LASE) prepares education and sports specialists, who should be able to work in education and sports systems, mainly schools and sport schools. They should be able to conduct and organize sports process in pre-school education establishments, all level comprehensive schools, as well as higher education institutions and sports clubs. During study process future pedagogues acquire study courses in Sports theory, Pedagogy, Psychology, Anatomy, Physiology, Biochemistry, Sports Medicine, Sports didactics, Sports didactics and methodology, Philosophy, Theory of Management, as well as many other courses, and also develop basic skills in different sports: basketball, football, floorball, hockey, swimming, track and field athletics, gymnastics, etc. among practical disciplines are also Movement Games.

Games is one of a few kinds of activities, with which human being is connected all his life. Changes only the attitude to Games: in childhood it is important activity, but later: entertainment and relaxation. The one hand, games posses freedom: free interpretation and ways of activity, but, on the other hand, it has rather strict regulation. This dual nature of games allows scientists to view and interpret the essence of games, their importance and value from 2 different viewpoints (Dzintere, Stangaine 2005). “Game is free activity, which has an aim in itself, and, when the game is finished, the aim is also reached” (Vigule, 2000). In Latvian Academy of Sport Education in the study course are included **Movement Games**, which in the aspect of structure and contents differ from creative games, in which regulations are more hidden, can change during the course of the game, and are regulated by children themselves. Thus in Movement Games regulations are more formal, known and they should be performed by each and everyone. Also the process of creative and movement games is different. Games do not have objective end result; it can be finished, when participants want to do it. In Movement Games end result is pre-determined. Thus on the one hand, in game person is free, open, but on the other hand, in game exists certain regulations. Games with regulations mostly have invented adults to implement some educational or developmental task (Dzintere 2000, Liegieniece 1999). In sports games perform several tasks: developmental (the development of bio-motoric abilities in correspondence with the age group), educational (repeat, improve skills, strengthen acquirements, as well as integrate in games other study subjects) and

upbringing (keeping the regulations, formation of social skills). In order to use games successfully in Sports classes, they should correspond to the given or planned task, and should be properly organized and conducted. Ability to choose proper game and the methodology of conducting them is acquired in LASE in the study course of games. To find out student previous experience about games, evaluate their game organizing and conducting skills, was analyzed the activity of Part time Department students in the study course of Games. Our aim was to investigate also student marks, depending on their age and gender, because such investigations have not been carried out in other courses, conducted at LASE.

Material and methods

To perform the investigation, were used the following methods: observation (how the student changes his approach to studies during pedagogical activity, and the fact if she/he is aware of changes happening in him/her during continuous learning); talks (the students expressed their thoughts, opinions, insights); the analysis of pedagogical situation (after conducting each game the students analyzed their activity and activities of their peers); the investigation of documentation (using registers and control work protocols were evaluated the results of student work in points and their attitude to studies was estimated, performing the analysis of attendance). To obtain data about student experience and knowledge about movement games, before the beginning of the course of lectures we used also questioning, and finally the data were processed with the help of mathematical statistics.

Results

In LASE Part time Department the study course of Games is 40 hours, and the students receive one credit point for it. From them 16 are contact classes, 16: independent work and 8 hrs is individual work under the supervision of tutor. In study year 2009/2010 the study course took place from Oct.26th to Nov.13, i.e., 3 weeks. The students had one lecture (2 academic hours) “The characterization of movement games and their importance”, in which was outlined the theory of Movement Games, mainly emphasizing the functions of Games, their features in different Grade groups, different parts of the class; was analyzed the plan of organizing and conducting Games, were discussed ways of regulating load in Games, regulations of safety and requirements for writing summaries of classes. Then came methodological classes, in which the lecturers, combining theory and practice, conducted Movement Games themselves and demonstrated then in front of the students, but in following classes took place study practice, during which students wrote summaries of classes, conducted games and relays, and analyzed them together with lecturer. At the end of the study course the students wrote self-assessment about study process and their participation in it.

On a list there are 105 LSPA Part time Year 2 students, in Movement Games participated 80 students (25 have already passed study course in previous years or have left LASE).

In 1st study group are 20 women, in classes participated 17;

In 2nd study group (mixed one) are 41 students, in classes participated 32;

In 3rd study group are 44 men, in classes participated 31;

The grouping of Part time students according to their age and gender produced the following statistical data:

In age group from 41 to 45 are 4 students: 2 women and 2 men (years of birth: 1964 – 1968);

In age group from 36 to 40 are 5 students: 3 women and 2 men (years of birth: 1969 – 1973);

In age group from 31 to 35 are 11 students: 6 women and 5 men (years of birth: 1974 – 1978);

In age group from 26 to 30 are 18 students: 3 women and 15 men (years of birth: 1979 – 1983);

In age group from 21 to 25 are 53 students: 9 women and 44 men (years of birth: 1984 – 1988);

14 students - 5 women and 9 men - are 20 years old (year of birth: 1989; just after leaving secondary school).

Altogether on the study course are 28 women and 77 men.

Total number of men is almost three times larger than the number of women. But there is a distinct tendency that in older age groups women are more, and men are less. In the age group “over 30 years” are 11 women and only 9 men. Up to the age of 30 in Year 2 study 17 women (19.7 %) and 68 men (79.3 %). But in age group “from 26 to 30 years” are only 3 women (16.6 %) and 15 men (83.4 %). Up to the age of 25 are 14 women (20.9 %) and 53 men (79.1 %). In our opinion this fact testifies that in LSPA study either young women, who have not yet formed family (up to the age of 25) or women after the age of 30, who are starting building their carrier, when their children have sufficiently grown up. Women mostly form family, bring up children and study, when they are 26 – 30 year old. Men mostly study at the age from 20 to 30 years.

In correspondence with the Regulations of the Cabinet of Ministers, on 31st Aug., 2009 with the Decision No.1 in LSPA has been introduced the following system of assessment:

Mark 10 (with distinction) Mark 9 (excellent) Mark 8 (very good) Mark 7 (good)

Mark 6 (almost good) Mark 5 (satisfactory) Mark 4 (almost satisfactory)

Mark 3 (poor) Mark 2 (very poor) Mark 1 (very very poor).

After the completion of the study course of Movement Games we performed the analysis of Mark to compare how the marks differ per age group and per gender. First we reflected the marks in table per study groups (See Table 1). 16 students, who were entered in Assessment Protocols, already had satisfactory mark from previous year or several previous years. The marks of these students we analyzed together with the rest of the group. Studies have stopped 9 students (8 men, 1 woman). Unsatisfactory assessment – Mark “3” – the students received in the case they had not met **all** the requirements (mostly the students had conducted study practice, but had not submitted the necessary documentation), Mark “2”: the students had met the requirements only partly, Mark “1”: the student had not attended the classes or had attended only few classes. Group 2.1 is women’s group, 2.2: mixed group, and Group 2.3: a men’s group.

Table 1.

Marks per age groups

Mark	Group 2.1. (number of students)	Group 2.2. (number of students)	Group 2.3. (number of students)	Altogether (number of students)
10	-	-	-	-
9	-	-	-	-
8	1	-	1	2
7	6	7	1	14
6	3	8	3	14
5	3	6	9	18
4	-	4	3	7
3	3	6	11	20
2	-	-	3	3
1	2	7	9	18
Total	18	38	40	96
From them already had satisfactory mark	1	6	9	16

Further we analyzed the marks of the students of Part time Department per age group and gender.

Table 2.

Gender	Marks per gender							
	Mark							
	8	7	6	5	4	3	2	1
Women	1	10	6	3	-	4	-	3
Men	1	4	7	14	7	18	3	16
Total	2	14	13	17	7	22	3	19

Analyzing the obtained data, summarized in tables, we can conclude that more satisfactory marks have women; men have lower assessment in conducting Games. Mark “good”, for example, have received 10 received 10 women and only 4 men, mark “almost good” have received 6 women and 7 men, but mark “satisfactory” have received only 3 women, but 14 men. Only men have received “almost satisfactory” assessment. Mostly men (37 men and 7 women) have received also unsatisfactory assessment (from Mark “3” to Mark “1”).

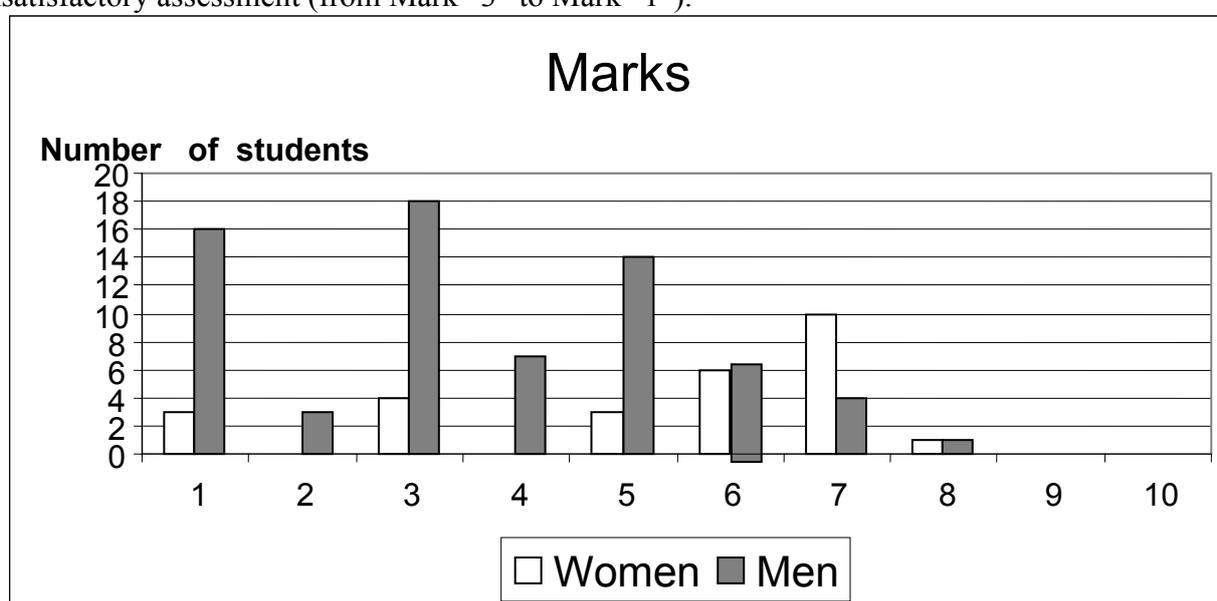


Figure1. Student marks per gender

Table 3.

Student marks per age groups (and gender: W-women, M-men)

Age group	Mark							
	8	7	6	5	4	3	2	1
Over 40 years	-	4 (2M+2W)	-	-	-	-	-	-
36 – - 40 years	1 (W)	1 (W)	2 (1M+1W)	-	1 (M)	-	-	-
31 – - 35 years	-	3 (W)	1 (M)	1 (M)	1 (M)	3 (2M+1W)	-	2 (W)
26 – - 30 years	1 (M)	-	4 (M)	2 (1M+1W)	2 (M)	6 (M)	-	5 (4M+1W)
21 – - 25 years	-	4 (2M+2W)	6 (1M+5W)	12 (11M+1W)	3 (M)	5 (4M+1W)	2 (M)	12 (M)
20 years	-	2 (W)	-	2 (1M+1W)	-	8 (6M+2W)	1 (M)	-

We would like to make a note that one woman and one man in the age group from years 31 to 35, who received assessment “3”, after study practice, i.e., after conducting Games would have received marks “8” (the man) and “7” (woman), if they had submitted the documentation on time.

The table (See table 3; Figure 2) testifies that students after the age of 35 do not have unsatisfactory marks. Students under the age of 30 are the ones who mostly have the marks from „3” to 1”. The reasons for unsatisfactory marks are different: work, sports, too heavy study load, family conditions.

But estimating student attitude with marks as regards both the fulfillment of requirements and attendance can be concluded that older students have higher marks and they better attend classes.

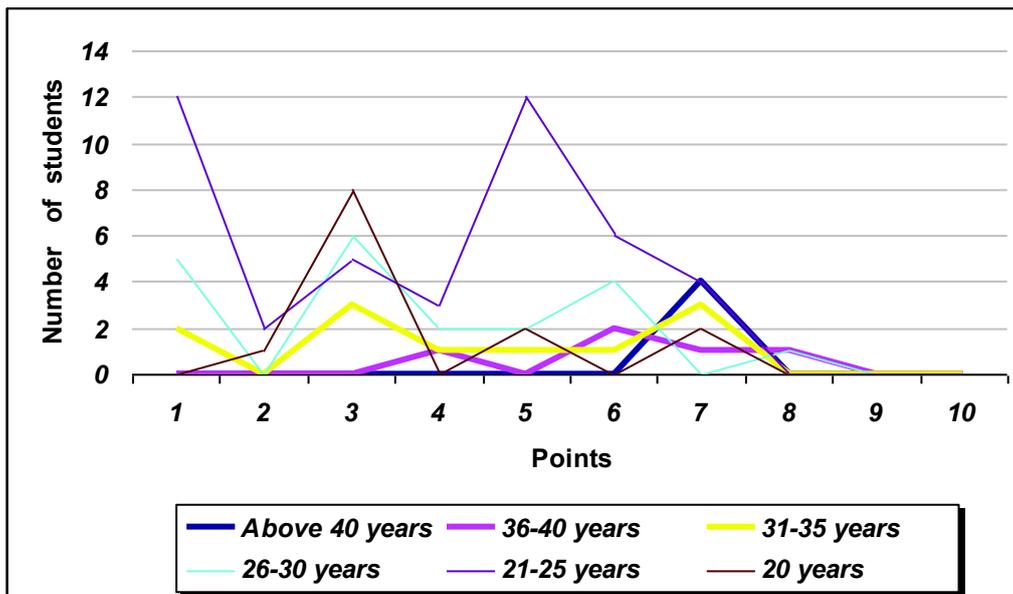


Figure 2. Student marks per age group

Before the beginning of the classes Part time students were distributed 75 anonymous questionnaires with an aim to get to know their opinion about the course of Games and experience in it, 56 were received back.

In the questionnaires were included 11 questions about the use of games in Sports classes and in trainings, as well as about educative, developmental and upbringing functions of games.

Unfortunately, answers to the questions were superficial. Nevertheless, we concluded that the students, although connected with sports and enrolled in Latvian Academy of Sport Education to obtain higher pedagogic education, can mention very few Movement Games. Among the mentioned Movement Games were such games as “Who is in the garden?”, “Doggies” (“Catchers”), “Cucumbers” (“Stop!”), Folk ball, “Last couple parts”, “Hunters and rabbits” (“Hunters and ducks”), “Day and night”, “Two too few, three too much”, “Higher than ground”, “The frozen ones”, “Minuses”, “Bath house is burning” (“House is burning”), “Hide and seek”, “White bears”, “Sleeping lion”, Adam had 7 sons”, “Cock fight”, “Fishing rod”, “Wolf and hare”, Crocodiles”, “Chain” (“Fishing net”), “Blind hens”, “Cat and mouse”, “Calling out the numbers”, “Tumbling dance”, in some questionnaires were mentioned games with ball, in others: “relays”. Some answers were “I do not remember”. Also such sports games as basketball, volleyball, football, rugby were mentioned as Movement Games, also with remarks that they are played with easier regulations.

Most frequently, as in previous years, was mentioned Folk ball. Second movement game, mentioned most often, was “Who is in the garden?”, then follow “Doggies”, “The frozen ones”, “Two too few, three too much”,

The largest number of games mentioned:

- 7 games (respondent: 23 years old man, majoring in basketball, and 38 years old woman, majoring in track and field athletics),
- 6 games (respondent: 33 years old woman, majoring in aerobics, and 42 years old woman, majoring in: not mentioned),
- 5 games (respondent: 23 years old man, majoring in table tennis, and 36 years old man, majoring in track and field athletics, and 21 years old man, majoring in karate).

As already mentioned in introduction, with the help of Movement games can be solved many tasks in Sports classes, they can be used with different age group students and in different sports, therefore they should have more broader application, which, in its turn, requires both theoretical and practical knowledge. Analyzing data about Part time student marks and attendance, there is a distinct tendency that more serious attitude to studies have women and older age group students.

Conclusions

From all Year 2 students of LASE Part time Department 73.3% are men and 26.7% are women. There is a tendency that in older age groups there are more women and less men. Among the students over 30 years 55 % are women and 45 % are men.

From Year 2 students up to the age of 30 women are 19.7 % and men: 79.3 %. In age group from 26 to 30 years are only 16.6 % women and 83.4 % men. Up to the age of 25 women are 20.9 % and men: 79.1 %. Most men study, when they are 20 to 30 years old.

Women have more satisfactory marks; men have received lower assessment in conducting games. Assessment „good” have received 71.4 % of women and 28.6 % of men. 17.6 % of women and 82.4 % of men have received assessment „satisfactory”. Only men have received assessment “almost satisfactory”.

84.1 % of men and 15.9 % of women have unsatisfactory assessment (from Mark “3” to Mark “1”).

Students after the age of 35 do not have unsatisfactory marks. Students, who are not yet 30 years old, are the ones who mostly receive assessment from Mark „3” to Mark „1”.

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