



Research article

Perception of students about school coexistence in the extracurricular Football workshop

Percepción de los estudiantes acerca de la convivencia escolar en el taller extracurricular de Fútbol

Percepção dos alunos sobre a convivência escolar na oficina extracurricular de Futebol

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ABSTRACT

Sports workshops are extracurricular activities that take place in establishments with Full School Day where students must select a workshop of their choice and interact with other students from different classes. In this way, school coexistence plays a fundamental role in the participation in sports workshops and the relationship with classmates. This study aims to understand students' perception of school coexistence in the football sports workshop. Qualitative research is conducted through semi-structured interviews with seventh and eighth-grade students participating in the football sports workshop. The results are linked to students' interests and participation, perception and importance of school coexistence, the benefits of the sports workshop, and its relationship with school coexistence. Students mainly participate in the football sports workshop for fun, for health reasons, and to socialise with their classmates, perceiving school coexistence positively among participants. However, areas for improvement include the ability to learn to lose in sports.

Key words: Perception; Extracurricular workshops; School life; Sport

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RESUMEN

Los talleres deportivos son actividades extracurriculares que se desarrollan en los establecimientos con Jornada Escolar Completa (JEC) en donde los estudiantes deben seleccionar un taller de libre elección y compartir con estudiantes de otros cursos. La participación en talleres deportivos favorece la convivencia escolar y la relación con los compañeros. El presente estudio, tiene como objetivo conocer la percepción de los estudiantes acerca de la convivencia escolar en el taller deportivo de Fútbol. Se realiza una investigación cualitativa por medio de la entrevista semiestructurada a estudiantes de séptimo y octavo año básico que participan del taller de fútbol. Los resultados están vinculados a los intereses y participación de los y las estudiantes, la percepción e importancia de la convivencia escolar, los beneficios del taller deportivo y su relación con la convivencia escolar. Los estudiantes participan principalmente del taller deportivo de fútbol por diversión, por salud y para compartir con sus compañeros percibiendo la convivencia escolar de forma positiva entre los participantes. No obstante, es importante mejorar la capacidad de flexibilidad y adaptabilidad ante situaciones adversas, ya que estas dificultades afectan los espacios de convivencia escolar.

Palabras clave: Percepción; Talleres extracurriculares; Convivencia escolar; Deporte

RESUMO

As oficinas esportivas são atividades extracurriculares que acontecem em estabelecimentos com Jornada Escolar Integral (JEC) onde os alunos devem selecionar uma oficina de livre escolha e devem compartilhá-la com outros alunos de outros cursos. Dessa forma, a convivência escolar tem papel fundamental na participação na oficina esportiva e no relacionamento com os colegas. O objetivo deste estudo é conhecer a percepção dos alunos sobre a convivência escolar na oficina esportiva de Futebol. Uma investigação qualitativa é realizada por meio de entrevistas semiestruturadas com alunos do sétimo e oitavos anos participantes da oficina esportiva de Futebol. Os resultados estão ligados aos interesses e participação dos alunos, à percepção e importância da convivência escolar, aos benefícios da oficina esportiva e sua relação com a convivência escolar. Os alunos participam da oficina esportiva de futebol principalmente por diversão, pela saúde e para compartilhar com os colegas, percebendo de forma positiva a convivência escolar entre os participantes. Porém, entre os aspectos a melhorar estão a capacidade de aprender a perder no desporto.

Palavras chave: Percepção; Oficinas extracurriculares; Vida escolar; Esporte

INTRODUCTION

In Chile, in the early 1980s, according to Arellano (2001), in the article "The Chilean educational reform", he analyzes the educational reforms implemented in the country, which introduced profound changes in the different educational levels, as well as the achievements and difficulties encountered. He highlights that among the main reforms implemented is the consolidation of the education subsidy system and, on the other hand, the municipalities were transferred from the establishments that depended on the central government. Likewise, the Ministry of Education [MINEDUC] implements the Full School Day (MINEDUC, 1997) whose purpose is to ensure that schools, through the receipt of public subsidies, increase the time students spend in learning situations, in this way, the school day increases by 30% in Basic and Secondary education (Sáenz & Molina, 2017). Consequently, as a result of the change in the schedule of students in the full day, they should develop sports and artistic workshops based on the comprehensive training MINEDUC (1997; 1984).

The concept of coexistence has a positive meaning, related to the basic principles of education and its pillars oriented to democracy and citizenship (Del Rey et al., 2009). This is how the National Policy of School Coexistence of the Ministry of Education (MINEDUC, 2019) indicates that:

School coexistence is the set of interactions and relationships that occur between all the actors in the community (students, teachers, educational assistants, directors, parents, guardians and supporter), covering not only those between individuals, but also those that occur between groups, teams, courses and internal organizations that are part of the institution. It also includes the relationship of the school community with the organizations in the environment in which it is inserted (p. 9).

From the perspective of interpersonal relationships in the educational community, it is crucial to promote both learning about school coexistence and citizenship training. This approach allows creating an environment in which diverse people, each playing specific roles and responsibilities, coexist in a framework of respect and harmony (Llaña, 2018; Sáez & Añazco, 2019).

Currently, school coexistence is one of the topics that arouses the greatest interest and concern among educational actors, increasing intervention programs and the design of public policies in Latin American countries, symbolizing this as a pillar of educational quality (Villegas-Robertson et al., 2021). In the Chilean educational context, in 2011 the law on school violence (Law 20.536) was enacted, the purpose of which is to address conflicts of school coexistence within educational establishments, promoting an environment of healthy coexistence and preventing all forms of school violence.

In 2015, the National School Coexistence Policy (MINEDUC, 2019) focused its efforts on improving the quality and environment of educational institutions, with the intention of promoting safer, more inclusive and harmonious learning environments, recognizing the leading role that School Coexistence plays in the comprehensive development of students and its impact on educational quality.

Since the promulgation of the different educational policies, which range from 2011 onwards, the regulatory and supervisory bodies of educational establishments have been responsible for preparing support material and guidelines that allow the national policy to be understood and applied in a good manner. Thus, the so-called support booklets are instruments that pass the law down to the educational communities for its implementation. According to the MINEDUC (2016; 2019), booklets have been prepared for the Management of Good Coexistence; a booklet on Guidelines for the Person

in Charge of School Coexistence and Educational Leadership Teams; a booklet with Guidelines for Situations of Child Abuse and Mistreatment, among others.

Post Pandemic, the situation of school coexistence worsened in the educational communities and put urgency in the educational reactivation, where the relationship between people and the increase in School Violence were the central axis of the new guidelines and efforts developed by the educational communities. This is how, in 2020, a series of support and management tools for educational establishments emerged, aimed at facing the educational crisis and developing the socio-emotional area of students (Melero, 2019).

According to Mollá (2007), during the development of Physical Education classes it is difficult to address activities related to physical condition and health, due to the insufficient time of the class, which is why, through the full school day, students have the possibility of complementing their development through extracurricular sports activities.

On the other hand, the Physical Activity Unit of the Ministry of Education has the function of verifying the benefits of physical activity, sport and recreation in the teaching-learning process, thus encouraging establishments to develop projects related to sports workshops (MINEDUC, 2020). This is why physical activity and sport at school increasingly require more preparation and training and must be implemented from an early age as an enriching and satisfying experience at school (Calahorra-Cañada et al., 2015; Pradenas et al., 2017). Likewise, sports workshops and school coexistence foster a positive perception regarding the school climate, impacting in parallel the emotional and academic development of adolescent students (Cerdeira et al., 2019). Likewise, the importance of school and sport can have a positive effect, so it is essential to know the school reality due to the differences between the types of establishments (Gallardo et al., 2011).

Among the situations that present differences between students in sports workshops, there is competition (Manzino & Rodríguez, 2016), bringing with it consequences in the coexistence and relationship between classmates for the normal development of the workshops (Murrieta-Ortega, 2023). Therefore, coexistence at school must be practiced at school on a daily basis, related to a series of interactions, because these relationships are a fundamental part of school life (Núñez-Escobar, 2023). Based on the background that has been presented, the purpose of this study is to investigate the perception of students about school coexistence in the soccer sports workshop, within an educational institution located in the commune of Puyehue.

METHODS

Context and participants

The research was carried out in Chile, targeting seventh and eighth grade students at the Armando Scheuch Epple Rural School, Puyehue commune. The students are in the seventh and eighth grade classes, who are participants in the soccer sports workshop.

Design

The approach chosen for the study is qualitative, since it allows one to have a more comprehensive view and knowledge of the facts, considering the opinion and perception of the subjects of analysis from their perspective (Hernández-Sampieri et al., 2018). The methodological design corresponds to the Grounded Theory, which has the function of generating theories that allow to explain the phenomenon of study, theorizing about specific concrete problems that could acquire a higher category in the form that new studies from other substantial areas are incorporated (Strauss & Corbin, 2016).

Technique and instruments

The instrument used to collect the information is the semi-structured interview, a technique frequently used to study the ways in which, consciously or not, social actors use their knowledge to recognize, produce and reproduce social actions and structures, where the topic may vary according to the interviewer (Hammer & Wildavsky, 1990). The objective of the interview is to obtain, through questions formulated in the context of the research, that the people under study emit information that is useful to solve the central question of the research (Heinemann, 2007). For the execution of the semi-structured interview, an initial script has been generated, sending expert judgments, and then a pilot test has been carried out and taken to a new review of expert judgments to obtain its final validated version (Cruz & Gordillo, 2020).

Rigor and ethical criteria

For the preparation and execution of the semi-structured interview, a script was used with questions divided into four dimensions: a) Justification, participation, preferences and motivation of the workshop; b) Perception and importance of school coexistence; c) Benefits and positive elements of the workshop; and d) Social skills and influence of sport on coexistence and relationship with peers.

In accordance with the ethical aspects considered for the study, the establishment has been informed of the development of the research to find out the perception of the students about the sports workshop and school coexistence. In this sense, informed consent has been made through authorization to the parents and guardians about the study to be carried out as well as for the students. In addition, the establishment has a registration form that authorizes the students to participate in the use of the image and video for educational purposes.

For the development of the interviews, these have been applied in the soccer workshop and the voluntary participation of the students has been requested to be interviewed. During the interview, the objective of the study is reported, the authorization documentation is reviewed, and it is reported that

the interview is anonymous for the collection of information. It should be noted that all study participants were authorized, via informed consent, for the development of interviews.

Data analysis

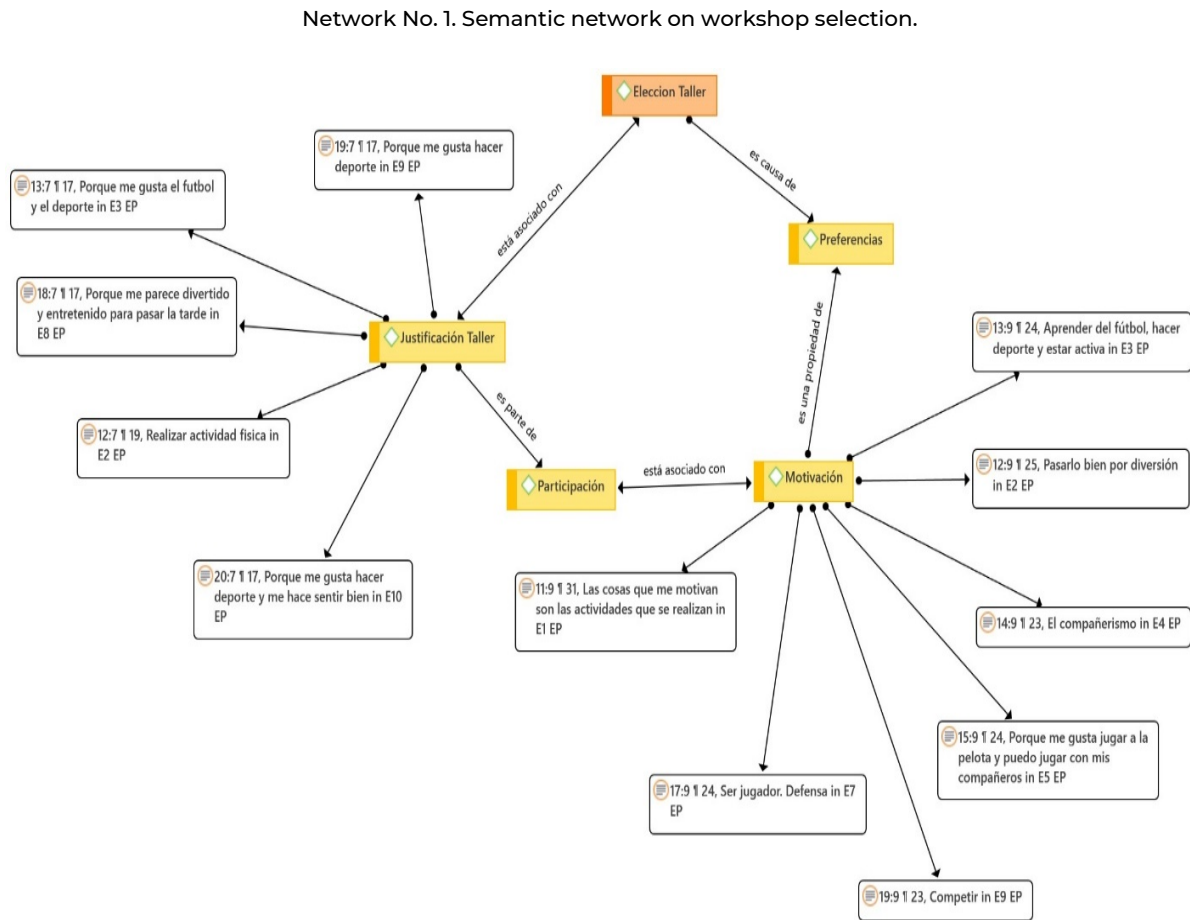
Content analysis was used as a technique, the purpose of which is to gather information, study the content and classify its parts according to categories in order to structure a model in the specific area of study (Moraima-Campos & Auxiliadora-Mújica, 2008). In addition, content analysis was carried out through discourse analysis using different stages starting with coding (Sayago, 2014).

The program used for data analysis corresponds to ATLAS.ti version 9.0.0. This program was used to manage and analyze the data using a basic analysis structure developed on a computer, allowing the program to associate codes with text fragments, search for these codes and patterns, classify them and interpret them (Hwang, 2007). The interviews are imported from the computer to the program and then the codes and code networks are created according to the dimensions of the interviews through semantic networks.

RESULTS

The results of the study will be presented below, using the categories organized into semantic networks. Network No. 1 (Figure 1) groups the codes related to the choice of the workshop (justification, participation, preferences and motivation). Network No. 2 (Figure 2) groups the codes on School Coexistence (perception and importance of school coexistence), Network No. 3 (Figure 3) groups the codes on Workshop Opportunities (benefits of the workshop and positive elements of sport). Finally, Network No. 4 (Figure 4) groups the codes related to Sports Workshop and School Coexistence (social skills, influence of sport on coexistence and peer relationships).

Figure 1

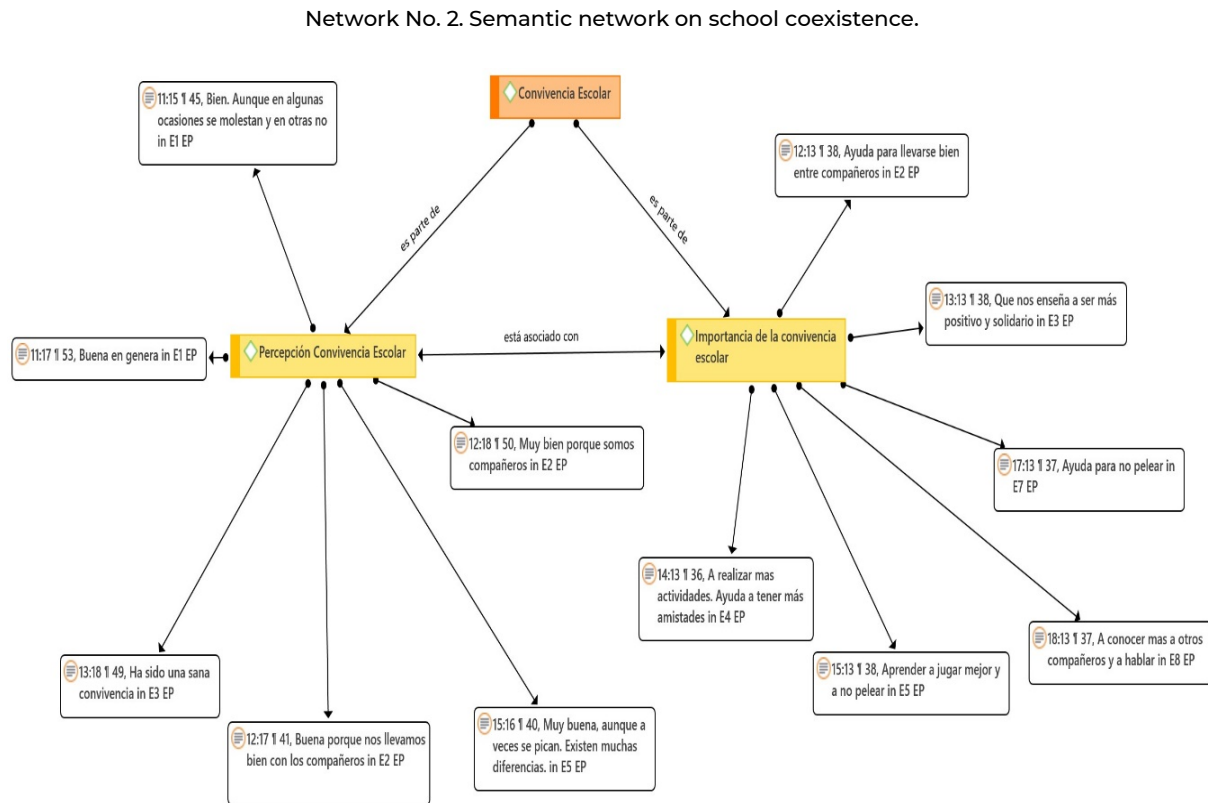


Note: Figure 1 groups together the codes referring to the choice of workshop (justification, participation, preferences and motivation).

Regarding the semantic network on workshop selection, it can be seen that it is associated with the justification of the workshop and linked to participation, where responses related to the liking for doing sports, for fun, as a way of doing physical activity and to feel good are observed. On the other hand, participation is associated with motivation and the choice of the workshop is also due to the students' preferences, this being a property of motivation.

Regarding the motivation code, the main responses are for the activities that are carried out, learning about sports, being active, for fun, camaraderie and to play with their peers. On the other hand, there are responses related to motivation such as competition and being a player in a position in soccer.

Figure 2



Note: Figure 2 groups together the codes referring to school coexistence.

Regarding the school coexistence code, it is part of the perception and importance of school coexistence, being concepts that are associated. Regarding the perception of school coexistence, responses are seen oriented towards healthy coexistence and the behavioral situations of students. Among the main responses are:

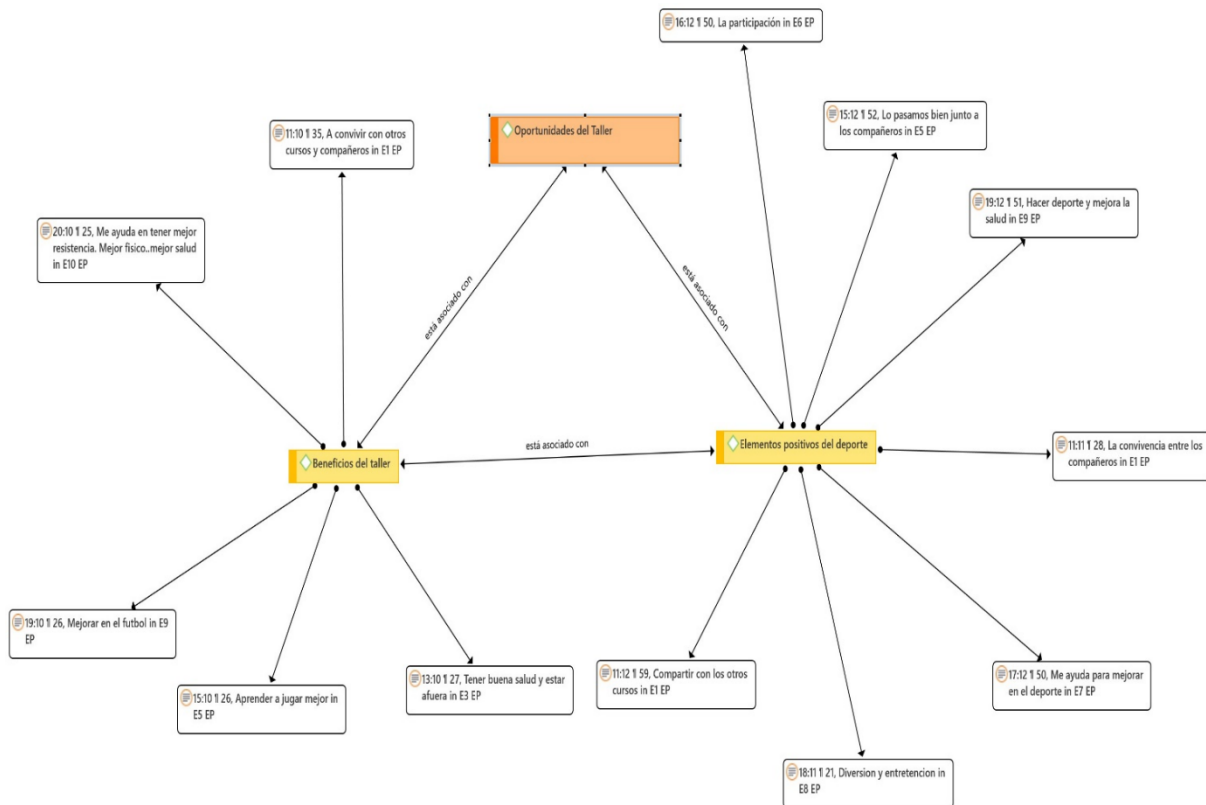
Student 2: *“Have more friends, get along with your classmates, not fight, be positive and supportive, get to know other classmates and talk.”*

In relation to the importance of school coexistence, results are seen linked to healthy coexistence, educational values and school coexistence standards. Regarding the main responses delivered, they correspond to:

Student 3: *“It teaches us to be more positive and supportive, it helps us to get along with our classmates, it helps us not to fight, to get to know our classmates better and to talk...To do more activities.”*

Figure 3

Network No. 3. Semantic network on workshop opportunities.



Note: Figure 3 groups together the codes referring to the closing and evaluation of the class.

Regarding the semantic network on the workshop opportunities, it is associated with the codes of benefits and positive elements of the sports workshop. Regarding the code on the benefits of the workshop, topics related to school coexistence, physical condition and recreation are appreciated. Thus, the main responses on the benefits of the workshop were “coexistence with other classes and classmates, it helps to have a better physical condition and health, to improve in soccer and to be outside.”

Regarding the positive elements of sport, the main responses are associated with the relationship between classmates, improved health and recreation. Among the main responses are:

Student 1. “Coexistence among classmates.”

Student 5. “We have a good time with our classmates.”

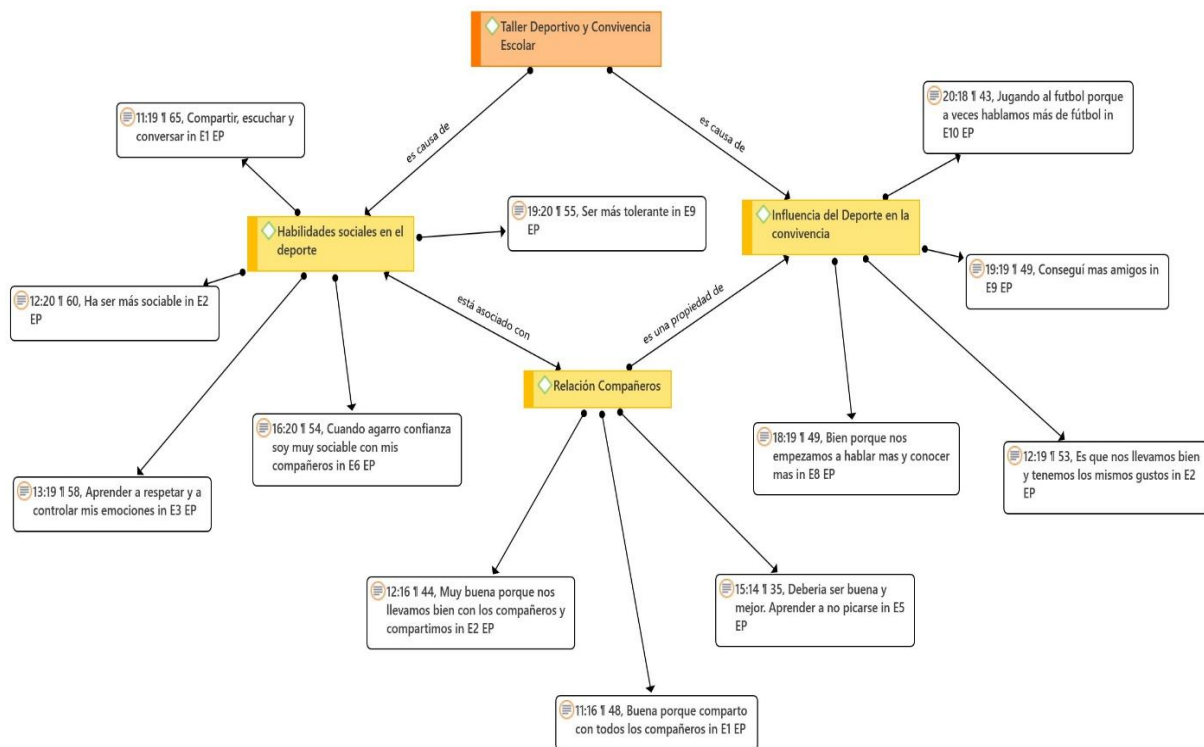
Student 7. “Helps to improve in sports.”

Student 8. “Sharing with others and having fun and entertainment.”

Student 9. “Playing sports improves your health.”

Figure 4

Network No. 4. Semantic network on class closure and evaluation.



Note: Figure 4 groups together the codes referring to the sports workshop and school coexistence.

Regarding the semantic network on the sports workshop and school coexistence, there are codes for social skills in sport, relationships with classmates and the influence of sport on coexistence. Regarding social skills, they are closely related to educational values such as sharing, listening and conversing, being more tolerant, learning to respect and control my emotions.

Regarding the relationship with classmates, results linked to healthy coexistence are appreciated, but also to the rules of coexistence. Among the main responses, there are: "Very good because we get along well with classmates and we share", "Good because I share with all classmates" and "It should be good and better. Learning not to get angry"

In relation to the influence of sport on coexistence, conversations related to football, meeting other classmates and making new friends, some of the answers they have given are: "I made more friends", "It's because we get along well and we have the same tastes", "Good because we started to talk more and get to know each other better".

DISCUSSION

The objective of the research was to know the perception of the students' school coexistence in the execution of the extracurricular sports workshop of Soccer. Regarding the results, the main motivations of the students to select the sports workshop revolve around fun, the possibility of learning more about the sport and the opportunity to play and share experiences with their classmates during the development of the workshop.

In relation to the above, Suarez & Moreno (2022) in their study obtain similar results in the extracurricular Soccer workshop, highlighting that there are many situations influenced by the media, parents and coaches. In fact, another study indicates that, among high school students in the city of Osorno, one of the most practiced sports is Soccer (Garrido et al., 2011). However, other research shows little interest in leading an active lifestyle during adolescence, opting for sedentary behaviors related to technological leisure and, on the other hand, a lack of promotion in the school of multi-sport activities to offer to students (Codina et al., 2016; Valdivielso et al., 2012).

Regarding school coexistence, the students interviewed consider that it helps to share with classmates, to be positive and supportive with their peers considering educational values and school coexistence norms. On the other hand, in their research Villegas et al. (2019) present similar results in seventh and eighth grade students in Chile, who generally show a positive relationship between classmates, valuing existing norms. Another study carried out by Oliver et al. (2018) defines the existence of positive coexistence in terms of the perception of school coexistence by adolescents and their teachers.

Meanwhile, Urbina et al. (2020) in their study of educational recreation at school, from physical activity to strengthening school coexistence, concludes that carrying out "extracurricular" sports activities increases students' motivation. Likewise, it promotes and stimulates critical thinking and values for school coexistence (García, 2018).

On the other hand, the study by Perales et al. (2013) mentions some difficulties regarding communication and opinions between students due to the interaction that develops in an impolite way. One of the main factors of school coexistence lies in the perception that families have about the teaching work, requiring teacher involvement and participation, receiving a greater appreciation from families and students (Campo et al., 2005; Nail & Muñoz, 2011). In this sense, a regulation is necessary that is capable of generating good acceptance and preventing situations of violence, converting the explicit and implicit curriculum into schools that promote healthy coexistence, achieving mutual knowledge and understanding to face interpersonal conflicts in a positive way (Ávalos & Berger, 2021; Bueno-Villaverde et al., 2023; Carbajal, 2016; Fierro-Evans & Carbajal-Padilla, 2019). Regarding the benefits and positive elements of the extracurricular sports workshop, students mention fun, coexistence among peers, and the improvement of physical condition through sports practice. Similar studies conclude that the perception of health and the practice of physical activity help improve psychological well-being, promoting self-esteem and positive self-concept, thus favoring the formative processes of students (Calero, 2016; Suarez & Moreno, 2022).

However, other research indicates that in extracurricular workshops there is a gap in sports teaching, due to the pedagogical decontextualization of the fundamental categories of this process oriented to adult performance sports training, over the pedagogical process (González-Villora et al., 2021; Rodríguez et al., 2022). For their part, Merino & Berbegal (2021) propose the idea of promoting sport by prioritizing participation and sportsmanship over competitiveness in order to strengthen a favorable self-concept in participants.

Regarding social skills in sport, the results show the promotion of relationships between peers and sporting values such as respect, communication and tolerance.

Regarding social skills in sport, the study by Malinauskas & Malinauskiene (2021) in a school training program found that these activities help in the socio-emotional skills of young students. Other studies show similar results in assertive, kind and cooperative behaviors in students, highlighting the absence of aggression, improving their self-control and having a positive response to school coexistence, thereby expressing the pleasure towards the development of the class (Jaramillo et al., 2008; Sehnem & da Cruz, 2015). On the other hand, Blažević's research (2016) in its results indicates that half of the students surveyed, regardless of their status as peers, have a negative perception towards the school environment and the relationship with others. Another element to consider is related to the offer of sports workshops, in terms of them being for everyone, allowing for the promotion of female participation, the formative nature of the workshops and the recreational orientation of the workshop as a first instance (Salvador et al., 2022).

Regarding the influence of sport on school coexistence, students mention that conversations increased, they were able to meet other classmates and have new friendships. Regarding this, the study by Rillo et al. (2020) on education through traditional cooperation-opposition games in students aged 14-16, demonstrated favorable results in improving students' interpersonal relationships. In parallel, the results obtained from school sports show that most students consider the activities entertaining and consider that the instructor teaches well, being more fun. Contrary to these results, the study by Haas et al. (2023) shows that individuals who attend these workshops are more competitive, considering this as a prerequisite for sporting success according to the sporting situation. Therefore, a school that has a classroom climate based on democracy and participation will contribute to having a healthy coexistence with the goal of educational success (Sandoval, 2014).

CONCLUSION

The perception that students have of the football workshop, as well as of school coexistence around this sporting activity, has been mainly positive, generating valuable reflections to consider in the field of school coexistence and sports practice in the extracurricular workshop.

On the other hand, students have as their main motivation when choosing the sports workshop fun, the pleasure of doing sports and physical activity, camaraderie and playing with their classmates. However, some students are motivated to improve their soccer skills and competition.

Regarding the importance of school coexistence, students perceive a healthy coexistence, highlighting educational values and coexistence rules as main characteristics. Regarding the benefits of the sports workshop, workshop participants associate it with the relationship with classmates, the recreational nature and the importance for health. On the other hand, the students respond that, in general, the coexistence between the students in the workshop is good, but one of the aspects to improve refers to the capacity and ability of the students to accept adverse situations, such as facing loss or failure.

In relation to the influence of the sports workshop and school coexistence, the students manifest positive elements related to making more friends, having good relationships between classmates and talking about common topics related to football, which contributes to improving school coexistence in

the participants. In light of the above, it is possible to project activities that seek the development of collaboration between the members of a team, the development of rotating roles, reflection after the game, and all activities that will allow working and promoting healthy school coexistence, as well as, in addition, to prepare students with life skills.

For future research, different sports workshops could be addressed and also to learn about the reality of the different types of establishments that we have in Chile, allowing us to identify differences and similarities around the perception of sports workshops and school coexistence.

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