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ORIGINAL

PROFILE AND EXPECTATIONS OF THE SCHOOL SPORTS ASSISTANT IN THE MUNICIPALITY OF SEGOVIA, SPAIN

PERFIL Y EXPECTATIVAS DEL TÉCNICO DE DEPORTE ESCOLAR EN EL MUNICIPIO DE SEGOVIA (ESPAÑA)

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ABSTRACT

The following study analyses the characteristics of School Sports Assistants in Segovia Municipality, with the aim of ascertaining which initiation model they identify with. The results shows that their general characteristics are: male, young, lack a qualification in sport or, where they have one, it is at basic level, are university students, and are predisposed to continue working in this field. Regarding the approach to school sports with which they identify more closely, they argue that it should be conceived from an educational perspective that will guarantee physical practice habits in the future, rather than focusing on competition or specializing on a single sport. The conclusion argues that in order to improve school sports, the sports assistant should be expected to have the appropriate professionalism. He or she should also be required to have the appropriate academic training and his or her performance should be acknowledged both economically and socially.

KEY WORDS: School Sport, School Assistant, Professionalization, Active Methodologies, Education Sport, Extracurricular Activity.

RESUMEN

La finalidad de este trabajo es analizar las características de los técnicos del deporte escolar (DE) en el municipio de Segovia y conocer su opinión acerca del modelo de iniciación deportiva con el que más se identifican. Una vez analizados los resultados obtenidos a través de unos cuestionarios sus características generales son: varón, joven, sin titulación deportiva, o si la posee es de primer nivel; estudiante universitario y que presenta una especial predisposición a seguir trabajando en esta actividad. Respecto al enfoque de DE con el que más se identifican manifiestan que éste debe plantearse con criterios educativos, que garantice hábitos de práctica física en el futuro y no centrarse en la competición, ni especializarse en un solo deporte. Las conclusiones indican que para mejorar el DE habría que asegurar unas condiciones mínimas de profesionalidad al técnico deportivo, exigirle una formación adecuada y reconocerle económica y socialmente para garantizar su dedicación.

PALABRAS CLAVE: Deporte escolar, técnicos deportivos, profesionalización, metodologías activas, deporte educativo, actividad extraescolar

INTRODUCTION

According to the Comprehensive Plan for Physical Activity and Sports, Version 1 (Hernández, 2010), prepared by the Consejo Superior de Deportes (CSD) to be implemented during the following 6 years, physical activity and school sport is “the sport practice performed by school children and young people, both inside and outside the Educational Establishments and once the school hours are finished” (Hernández, 2010:52).

On a general basis and according to different authors' opinions, the goals to be fulfilled by any sport project provided within the framework of Physical Activity and School Sport are connected with the following cases:

a- Offering inclusive, participatory, integrating, coeducational, adaptive, playful, educational, multisport, healthy, and safe Physical Activity promoting reflection and collaborative work among the schoolchildren (Castejón, 1995; Delgado Noguera, 2007; Díaz-Suárez, 2007; Fraile, 2004; González, 2004; Gray and Leyland, 2008; Monjas, 2008; Telama, Yand, Vilkkari, Valimaki, Vann and Raitakari, 2005; Thune and Furberg, 2001; Trepal de Francisco, 1995; WHO, 2007).

b- Complementing the training developed in the Educational Establishments by means of Physical Education and sports, especially regarding to values and healthy habits, and viewing School Sport as a way to develop motor and psychomotor skills in connection with emotional, cognitive and social abilities making up their personality (Blázquez, 1995; Cagigal, 1975; Castejón, 1995, 2004; García Ferrando, 1991; Gómez and García, 1993; Giménez, 2003a; Gutiérrez Cardeñosa, 1998, 1998b; Hernández Moreno, 1994; Latorre, 2006; Latorre, Gómez, Rodríguez and Romero, 2002; López Parralo, 2006; Martínez and Buscarais, 1999; Monjas 1998, 2004, 2008 and Petrus, 1997).

c- Adjusting physical activity and sport practice, and particularly competition, to the ends and needs in every educational stage (Devís, 1996). Most of the times, competitive sport means discrimination, exclusion, violence, and traps among schoolchildren, which moves away from the educational aspect the sport should promote. Considerable caution therefore needs to be exercised when projecting a competitive sport that might lead to giving up sport among schooling population (Devís, 1996; Díaz-Suárez, 2007; Fraile, 1996, 2001 and 2004; Latorre, 2006; Nuviala and Nuviala, 2005; Solar, 1998).

d- To develop sport programmes and itineraries adjusted to these goals, Physical Activity and School Sport professionals and trainers are needed in order to appropriately perform such relevant task. In fact, the CSD is thought as one of its strategic pillars (Pillar number 8):

revising and proposing actions to ensure the proper initial and continuing training of professionals involved in the development of Physical Activity and School Sport, and performing formative actions required to inform and train those adults directly or indirectly associated with promoting Physical and Sport Activity during such ages: parents, spectators, directors of organizations and sports associations, managers, Federations, etc. (Hernández, 2010: 34).

Such action has also been highlighted by: Cruz, 1987; Fraile, 1996; Fraile, 2001; Martínez, Álvarez and Bores, 2005; Martínez del Castillo, Puig, Boix and Mollet, 1991; Martins, Márquez and González, 2005; Solar, 1998 and Zulaika, Infante, Iturriaga and Rodríguez, 2006.

The expected success for School Sport will depend on the knowledge, involvement and way of implementing the sport educational model by the instructor. One of the greatest achievements identified is ensuring users acquire some adherence to sport during their lifetime creating positive habits and actions towards the physical exercise and a different way to understand competition where results do not match practice (Contreras, de la Torre and Velázquez, 2001; Giménez, 2003b; Latorre, 2006). It is essential to carry out a proper sports initiation at such ages, where the young athlete learns how to play one or several sports, and to develop sport teaching methodologies contributing to enhance the internal structure of the sport to be played. It might be difficult to achieve such understanding when using traditional teaching styles based on movement repetitions or analytical methods (Devís and Peiró, 1992; Fraile, 2004; Romero, 2001), since these are based on reproducing models which are too technical and they promote exclusion of the most disadvantaged or less capable children, creating therefore a too competitive atmosphere. This is why active models for sport initiation are considered more appropriate, since by means of a significant learning based on the learner's reflection, initiative and decisiveness, assimilating sporty concepts and a better integration and participation by all participants are easier (Giménez, 2003a; Monjas, 2008; Sánchez-Bañuelos, 1984).

Sport Assistants and Trainers are directly responsible for implementing programmes related to School Sports. They must take key decisions for the proper development of the activity: how to arrange trainings, how to manage schoolchildren groups, how to take part in weekly meetings and, among all, decide upon which School Sports they wish to develop (Delgado, 2002; Fraile, 2001 y 2004; Giménez, 2003b; Latorre, 2006). Most of their actions are taken unconsciously, led by a volunteering approach, but without using specific knowledge required for their implementation (Fraile, 2001 and 2004; Latorre, 2006). Martínez del Castillo, J. (2001) pointed out in the past the lack of qualified professionals and sufficiently trained to carry out School Sports programmes. Even today, such lack of involvement is the result of their limited

economical recognition. According to Fraile (2004), in most cases, given their lack of pedagogical training, Sports Assistants usually make use of methodological strategies following a traditional and direct teaching model, with the aim to match the model previously used by their trainers with them.

The qualification obtained by trainers responsible for leading groups or teams in School Sports is a significant variable in order to diagnose the quality of the work performed by them. Therefore, analysing the profile of such personnel, both in academic and sportive terms, becomes necessary; also, examining the consequences of volunteering or low remuneration is needed. Along these lines, works published by Álamo, Amador and Pintor (2002) and Santos and Sicilia (1998) are interesting.

Any School Sports plan needs to design and assess the profile of the Physical Education and School Sport trainer or assistant. This professional should have the following characteristics among others:

- Official qualification required to develop such activity (Fraile, 2004; García-Aranda, 1995; González Carballude, 2004; Martins et al, 2005; Monteagudo, 2000; Solar, 1998; Trepas de Francisco, 1995).
- Knowledge of both sport contents and educational goals to be developed within that context.
- Avoidance of premature specialization.
- Creation of amusing practical situations.
- Teaching focus on progress and not results.
- Use of active learning methods.
- Adjustment of sport rules to participants' skills.
- Teaching of internal logic of different sports.
- Acting as a referee looking at educational qualities.
- Attendance to continuing training courses.

It is important to understand these qualities so that they can be established in every Autonomous Community, implementing specific qualifications meeting defined general criteria and regulating professional practice within their territory. Although there have been local studies on this topic Álamo, 2001, 2004; Álamo and Amador, 2010; Campos, González, Pablos y Marín, 2007; González Carballude, 2004; González, Campos and Pablos, 2008; Maiztegui and Asenjo, 2000; Martins et al, 2005; Nuviala and Nuviala, 2005; Nuviala, León, Gálvez and Fernández, 2007; Solar, 1998), there is no such study on the circumstances in the city of Segovia. That is why we consider important to analyse the current situation of School Sport Assistants within this municipality, and learning how they plan their practice and assessing their future as professionals.

Consequently, this study has a dual purpose:

- 1- Analysing the characteristics of trainers and assistants responsible for carrying out School Sport in the city of Segovia.
- 2- Analysing the assessment made regarding the current situation of School Sport, as well as the sport teaching model they identify most with and they would like to perform.

METHODOLOGY

Sample

The sample virtually includes the total population of trainers taking part in School Sports in the city (58 out of potential 59, 98%), which are distributed according to the educational centres: 28 from Public Schools (48.27%), 12 Public High Schools (20.68%) and 18 from Subsidised Centres, where Primary and Secondary Education are taught (31.05%). 68.97% out of 58 trainers respondents are men and 31.03% are women. By age groups, most of the trainers are under 25 (70.7%). The high amount of women in this age group is particularly significant (88.9%), making the difference between the number of men (25) and women (16) less evident (Table 1).

Table 1. Trainers' distribution by gender and age

| | Men | | Women | |
|-------------------------|-----------|------------------|-----------|------------------|
| | Frequency | Valid percentage | Frequency | Valid percentage |
| By gender | 40 | 68,97% | 18 | 31,03 % |
| By age | Frequency | Valid percentage | Frequency | Valid percentage |
| Under 25 years old | 25 | 62.5% | 16 | 88.9 % |
| From 25 to 35 years old | 7 | 17.5 % | 1 | 5.6 % |
| From 36 to 45 years old | 5 | 12.5 % | 1 | 5.6 % |
| From 46 to 55 years old | 3 | 7.5 % | 0 | 0 % |

Instruments for obtaining data

The data collection was carried out by means of a questionnaire on the Profile of the School Sports Assistant and a value scale of Physical Activity and School Sports.

For the creation of the value scale of Physical Activity and School Sports several validated instruments were considered (Latorre, 2006; Monjas, 2008). At a first stage, a sample related to the physical-sporting activity was collected and assessed by different experts and professionals on the matter. The most

pertinent ones were selected according to their *relevance* (items should be clearly related to the subject of study) and *clarity* (easy to understand, simple statements). And these were used for the first pre-tests. Every item of the scale is answered according to the degree of agreement on the statement using a Likert-type scale of five points (values form 0 to 4). This fact allows considering all questions such as numeric variables, since according to O'Brien (1979), Schroeder, Sjoquist and Stephan (1990) and Díaz (2002), an ordinal variable may be treated as a metric one when containing five or more categories.

The final Value Scale of Physical Activity and School Sports consists of 7 items and the Questionnaire on the Profile of the School Sports Assistant and this activity organization has 12 (Table 2).

Table 2. Data collection instruments

| Type of instrument | Name | Type of questions | Subscales | Questions |
|--------------------|--|-----------------------------------|--|---|
| Questionnaire | Questionnaire on the Profile of the School Sports Assistant and this activity organization | Likert scale of five alternatives | Personal details for contextualising School Sports Organization | Please show your degree of agreement on the following statements on the physical-sporting practice: - Teacher and trainers professional training is essential for the educational quality of these activities. -Better regulation of school competition is needed in order to ensure real educational approaches. - Nowadays, competition is begun at very early ages. -I'm interested in continuing this activity. -I'm happy with the remuneration perceived from these activities. -I'm interested in improving my training towards a professional qualification. -These activities do not allow a proper professional qualification. |
| Scale | Value Scale of Physical Activity and School Sports | Likert scale of five alternatives | | Please show your degree of agreement on the following statements on the physical-sporting practice: -Developing practice habits for the future is very important. -Practicing physical-sporting activities can make you rich and famous. -Activities are practiced because competing and winning is important. -Practicing activities is good for your health. -Practicing sport takes hours from studying. -Practicing physical-sporting activities teaches you to collaborate with other schoolmates. -Boys and girls can practice extracurricular sports together. |

For the calculation of the Value Scale of Physical Activity and School Sports' reliability the Cronbach alpha has been used, obtaining a 0.78 value, which might be considered high, ensuring our measurements and their results are reliable.

Data Collection Procedure and Information Analysis

Part of the research team and collaborating teachers were responsible for the administration of questionnaires during the last weeks of 2008/2009 academic year. The questionnaires were anonymous and self-completed by the sample's subjects. Data obtained were categorised and analysed by the statistical package SPSS 15.0.

RESULTS

Profile of School Sports Assistant

The School Sports Assistants' expertise varies according to their age. The majority of those under 25 have been working for 1 or 2 years (38.2 % y 32.4 respectively); those from 25 to 35 have been working for 3 years (36.4%); and those from 36 to 45 have been working for more than 4 years (71.5%).

For their continuance in the activity, and according to their gender, most of the male school sports assistants have 2 years continuity (29.7%), followed by those with 4 years continuity (21.6%). While 35.3% of women have a continuity of 1 year, and 29.4% continuity of 2 years.

Regarding initial training acquired by School Sports Assistants, 36.2% have never study anything related to Physical Education and Sports. Among those having enrolled university programmes, most of them have studied a Teacher Training Diploma specialised in Physical Education (44.8%), while only 12.06% of trainers are studying or have studied a Degree in Sciences of Physical Education and Sport. Therefore, the majority have reported to study or have studied some university programmes 56.9% (Table 3). For specific sport qualifications, 65.5% of trainers do not have any sports diploma. Among those with it, the majority has a first level trainer diploma (23.7%), but only a few of them keep on expanding their training in this field, with just 6.8% having a second level trainer diploma, and 5.1% having third level trainer diploma (Table 4).

Table 3. Distribution of trainers by academic qualifications

| Studies | Frequency | Valid percentage |
|--|------------------|-------------------------|
| Without specific studies of PE. | 21 | 36.2 |
| Physical Activity and Sports Diploma | 4 | 6.8 |
| Diploma in Physical Education | 26 | 44.8 |
| Degree in Sciences of Physical Education and Sport | 7 | 12.1 |
| Total | 58 | 100 |

Table 4. Distribution of trainers by sport qualifications

| Sport Qualification | Frequency | Valid percentage |
|----------------------------|------------------|-------------------------|
| Without qualification | 38 | 65.5 |
| First level trainer | 14 | 24.1 |
| Second level trainer | 4 | 6.8 |
| Third level trainer | 2 | 3.4 |
| Total | 58 | 100 |

On the other hand, most of them, both for the studies and the sport qualifications sections, declare doing some kind of exercise regularly. They usually reach level over 80%, but for those holding a Degree, reaching only 62.5%.

As for their interest in continuing developing this activity along time and making Physical Education their exclusive career, it seems to be difficult to realize. The youngest ones, particularly those under 25 (52.71%), students enrolled in the Degree in Sciences of Physical Education and Sport (71.4%) and those with no sport qualification (59.6%) do believe this activity might be an exclusive professional career (Table 5).

Table 5. School Sport can be an exclusive professional career

| Age | Valid percentage | Studies related to Physical Education and Sport | Valid percentage | Sport Qualification | Valid percentage |
|-------------------------|-------------------------|--|-------------------------|----------------------------|-------------------------|
| Under 25 years old | 52.71 | No studies | 35 | Without qualification | 59.6 |
| From 25 to 35 years old | 45.4 | Physical Activity and Sports Diploma | 25 | First Level | 54.6 |
| From 36 to 45 years old | 28.5 | Diploma in Physical Education | 62.4 | Second Level | 50 |
| From 46 to 55 years old | 0 | Degree in Sciences of Physical Education and Sport | 71.4 | Third Level | 0 |

As for the remuneration perceived and according to the age groups and academic and sport diplomas, around one out of three trainers is not happy with the wages perceived, particularly second level sport assistants (66.6%) (Table 6).

Table 6. Degree of dissatisfaction with the remuneration perceived from activities included in School Sports

| Age | Valid percentage | Studies | Valid percentage | Sport Qualification | Valid percentage |
|-------------------------|------------------|--|------------------|-----------------------|------------------|
| Under 25 years old | 67.3 | No studies | 30 | Without qualification | 25.7 |
| From 25 to 36 years old | 9.1 | Physical Activity and Sports Diploma | 33.3 | First Level | 28.9 |
| From 36 to 45 years old | 33.4 | Diploma in Physical Education | 29.2 | Second Level | 66.6 |
| From 46 to 55 years old | 33.3 | Degree in Sciences of Physical Education and Sport | 26.6 | Third Level | 33.3 |

In general, trainers spend from 2 to 4 hours in activities related to School Sports. As the age increases, so does the number of hours spent. The majority of trainers under 25 years old spend 2 hours (42.9%); those from 25 to 35 years old spend 3 hours (50.8%) as well as those from 36 to 45 years old (47.6%); and the majority of those from 46 to 55 spend 4 hours (66.6%). By gender, men spending 3 hours represent 41.6%, which is very similar to the percentage of those spending 2 hours (34.8%) and slightly lower to men spending 4 hours (23.6%). As for women, the higher percentage is represented by those spending 3 hours (48.9%), followed by women working 3 hours (27.2%) and, to a lesser extent, those employing 4 hours (23.9%).

Expectations and values related to School Sports from trainers point of view

Almost all trainers (94.6%) agreed or strongly agreed with the following statement: Developing practice habits of Physical Activity for the future is important (Table 14). However, only 7.9% of trainers think schoolchildren practice extracurricular sport activities with the aim of competing and winning, which is a more educational approach away from the quest for performance

pursued by federated sports (Table 7).

They seem to agree or strongly agree with School Sports bringing important health benefits (96.6%). Besides, most of them think physical-sporting activity helps to collaborate with other classmates (94.9%) and this collaborating process regarding the practice of extracurricular sport activities should be jointly performed by boys and girls (79.7%) (Table 7).

Their opinion on the influence of such practice in the schoolchildren's studies is not so clear. 28.8% is strongly convinced of School Sports influencing the hours spent studying, which can also influence in regularly attending the activity (Table 7).

School Sports trainers and assistants agreed or strongly agreed (66.1%) with Physical Education teachers taking part in the programming and design of extracurricular sport activities, and they consider necessary some coordination between the work carried out in this subject and that performed at the extracurricular sport activities (Table 7). However, trainers seem to agree to a lesser extent (42.4%) with parents' view being relevant to the programming and arrangement of such activities (Table 7), since their voice has little relevance for preparing a good planning of School Sports.

Table 7. Assessment of values and attitudes defining a specific model of School Sports (sum of values: somewhat agree and strongly agree)

| Item | Percentage |
|---|------------|
| Developing practice habits of Physical Activity for the future is very important | 94.9 |
| Activities are practiced because competing and winning is important | 7.9 |
| Practicing physical activities is good for your health | 96.6 |
| Practicing physical-sporting activities helps you to collaborate with other schoolmates | 94.9 |
| Practicing sport takes hours from studying | 28.8 |
| Boys and girls can jointly practice extracurricular sports | 79.7 |
| The involvement of Physical Education teachers in the programming and design of extracurricular sport activities is important | 66.1 |
| Teacher and trainers professional training is essential for the educational quality of these activities | 84.8 |
| Better regulation of school competition is needed in order to ensure real educational approaches | 71.2 |
| Parents' opinion is important for the programming and arrangement of such activities | 42.4 |
| Nowadays, competition is begun at very early ages | 44.0 |
| Nowadays, beginning specialising in a sport discipline is done at | 33.9 |

| | |
|-----------------|--|
| very early ages | |
|-----------------|--|

71.2% of School Sports trainers and assistants declare that somewhat or strongly agree with the need of a better regulation of school competition in order to ensure real educational approaches consistent with those principles which ought to apply to School Sports' goals (Table 7). Adjusting rules and spaces to schoolchildren's capabilities and motor skills, integrating all the participants voluntarily wishing to take part of it, and relativising results seem to be approaches thought valuable for this activity by trainers in order to be considered really educational.

44% of School Sports trainers and assistants said they somewhat agree or strongly agree with beginning competition at very early ages. In theory, such competition takes place in order to establish classifications, which is not a primary objective to be achieved by this activity. Besides, a more competitive design leads to the young sportsman to be promptly specialised within a sport discipline. One third of School Sports assistants (33.9%) said they somewhat agree or strongly agree with school sport being specialised too early, while almost two third think the opposite (Table 7).

DISCUSSION

The main goal of this study was analysing the characteristics of School Sports trainers and assistants in the city of Segovia and learning their opinion on values connected to this activity.

The general trainer and assistant profile resulting from this research shows the following characteristics: a) male; b) young, under 25 years old; c) only two-years continuance in School Sports and spending 2-3 hours in it; d) with no sport qualification or first level qualification; e) university student, enrolled in a Teacher Training Diploma specialised in Physical Education; f) regularly does some kind of physical and sporting exercise; g) generally tends to continuing working in this field, but ends up drifting away from it, since it does not allow for a proper professionalization given the lack of economic incentives.

This profile of the assistant matches that resulting from researches carried out in Álava (Maiztegui and Asenjo, 2000), Barcelona (Petrus, 1997; González Carballude, 2004), Huelva (Nuviala et al, 2007), Gran Canaria (Álamo et al, 2002; Álamo, 2004) and Lleida (Saura, 1996). The assistants' youth and consequent lack of training to develop this activity conveniently can result in inconsistencies between initial approaches and their implementation. That is why we agree with Delgado Noguera (2007) on the need to train and update not only sport assistants, but also managers, collaborators, delegates, referees and parents so that they can meet the objectives set in School Sports. This activity requires people duly trained, having the necessary qualification to properly

perform services such as teaching, direction, management, training preparation and encouragement (Solar, 1998). The figure of the Teacher specialised in Physical Education in the educational centre as a tutor or educational advisor for the trainers assigned to the corresponding school must be also promoted (Díaz-Suárez, 2007). In this sense, these teachers should be boosted by means of economic resources and other working and social recognitions (Álamo, 2004).

Such sport assistants perform this activity for a short period of time in their lives basically because, according to their views, the economic remuneration is not sufficient. If people responsible for School Sports have no future secured as duly paid professionals, it seems logical to give up this work. These results match those indicated by Campos and others (2007), González (2004), González et al (2008) in their researches carried out in the regions of Valencia, Madrid and Catalonia, respectively. Therefore, the main direction to be taken in order to professionally stabilise this group is providing a progressive professionalization so that the School Sports acquire a good a quality (García Aranda, 1995).

As for the expectations and values connected to School Sports, developing Physical Activity practice habits in schoolchildren for the future is considered a very important attitude. That child considered to enjoy playing any sport and to keep that motivation along the time will easily have a good health in his lifetime. In order to develop such motivation among the children so that they approach happy and energetically the activity, the assistants think important to carry out training sessions where they are taught to collaborate together with their classmates and where the practice is jointly performed by boys and girls. If these assistants consider schoolchildren approach School Sports for reasons different from competing and winning, it would not be logic to plan training sessions with activities creating competitiveness and based on gesture and movement repetitions, contributing to monotony. There is also a need to appropriately plan competitions in a way that they do not foster failure of schoolchildren when establishing classifications discriminating those with weaker motor skills. Once these basic principles are clear, trainers can positively see how sport must include all the school population, regardless the participants' skills or capabilities. That is why there is a need to promote an integrating and playful activity Díaz-Suárez (2007), including learning based on the raising of reflection capacity on the practice instead of repetition and automatization, which and lead to the aforementioned segregation. So they think competition should be better regulated and it should not follow the professional sport competitive model, but meet more formative and selective criteria.

Most of School Sports Assistants do not believe in beginning specialising in a sport discipline at very early ages. Instead, they would rather promote many sports, so that there will be the option of choosing the one they like the best or

the one they are most fitted to in the future. Authors like Delgado (2007), Fraile (2004) and all laws regulating physical and sporting culture in every Autonomous Community also indicate this fact, and they consider a multisport training and an educational, formative and recreational competition should be promoted. However, according to the data compiled and since the trainer usually lacks of initial training, their teaching action might not be developed appropriately, ignoring necessary didactic and methodological instruments for the schoolchildren to acquire a formative and integral sport initiation (González and Campos, 2010).

Therefore, if this activity is to be developed in a way consistent with the principles initially established, the trainers' involvement and professional training ensuring an educational quality for School Sports are needed. Integrating Physical Education teachers in the programming and design process of extracurricular sport activities means a decisive factor for the good functioning of the Programme. Their experience and knowledge on the motor and evolutionary development of participating schoolchildren, their willingness to provide the facilities and materials during the weekly training sessions and their task as potential mentors for the trainers accessing their educational centres are basic actions for School Sports to be successfully developed and to avoid the participants' dropouts. Authors in this line also include Álamo and Amador (2010); Fraile (2004); González Carballude (2004); Martins et al (2005); Monteagudo (2000) and Trepal de Francisco (1995).

CONCLUSIONS

Following this research's outputs and once they are compared against other scientific works, changes in School Sports in the city of Segovia seem to be towards changing the profile of the sport assistant. In order for this figure to be professionalized and to develop their expectations in this activity, the following is needed: a) being enrolled in some studies related to Physical Education and Sports; b) having a sport qualification, at least of first level; c) having some knowledge of educational objectives of sport by means of appropriate initial and continuing training; d) having economic and social recognition according to their responsibility acquired by creating healthy and long-lasting habits; d) guiding teaching towards process instead of results; e) preparing training sessions promoting school reflection; f) motivating schoolchildren with playful practices adjusting to the internal logic of the sport played; and g) understanding competition as a meeting place with other sportsmen where things learnt during the weekly training sessions are shared.

This study might be of interest for those researchers and academics on School Sports, as well as for different populations involved in its development: sports managers and assistants and Physical Education teachers. It might also be of interest for people investigating sport initiation inside and outside school hours.

After studying and analysing the profile and expectations of the School Sports assistant, the next stage of this research represents the implementation of an alternative programme in School Sports based on a formative and integrating model, so that results and satisfaction obtained by the different populations involved can be assessed.

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