

Relationship between School Sport and Sport Land in the City and Maputo Province, Mozambique.

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Resumen

O presente estudo procurou compreender a relação que existe entre o Desporto Escolar e o Desporto Federado numa perspectiva de cooperação e complementaridade. Portanto, a dimensão amostral foi constituída por 166 alunos de ambos os sexos do 3º ciclo do ensino primário e secundário geral de Magude, Matola, Moamba, Namaacha, pré-selecções das equipas Escolares e que praticaram o DF no período de 2015 a 2017 nos Clubes da Província e Cidade de Maputo. Também participaram do estudo 12 PEF, 13 PEF/Treinadores, 05 Treinadores do DF 2 Gestores Desportivos de ambos os subsistemas do Desporto Nacional totalizando 198 sujeitos inquiridos. Foi usada a metodologia quantitativa - qualitativa, de carácter descritivo - transversal, associada à revisão bibliográfica, e aplicados dois questionários anónimos como instrumento de medida e recolha de dados, sendo constituído por 20 questões que visava colher a opinião dos atletas de ambos subsistemas, que foi elaborado e aplicado por Macedo (2012), e outro dirigido aos Agentes Desportivos, constituído por 14 questões, das quais 11 são fechadas e 3 abertas, que foi concebido e aplicado por (J. M. B. Da Cunha, 2002a). Os resultados permitem-nos concluir que não existe relação de cooperação e complementaridade entre o DE e DF e os modelos organizacionais são caracterizados por quadros competitivos diferentes.

Palavras-chave: Desporto Escolar, Desporto Federado, modelos organizacionais, Relação entre Desporto Escolar e o Desporto Federado.

Abstract

The present study sought to understand the relationship that exists between school sport and sport Land a prospect of cooperation and complementarity. Therefore, the size of the sample was composed of 166 students of both sexes of the 3rd Cycle of primary and secondary education general Madonda, Matola, Moamba, Namaacha, pre-selections of school teams and who practiced the DF in the period from 2015 to 2017 in the clubs of the Province and City of Maputo. Also participated in the study, 13 12 PEF PEF/coaches, 05 coaches of DF 2 sports managers of both the subsystems of the National Sport totaling 198 subjects surveyed. It was used quantitative methodology - qualitative, descriptive character - transversal, associated with the bibliographic review, and two anonymous questionnaires applied as an instrument of measurement and data collection, consisting of 20 questions that he wished to obtain the opinion of the athletes of both subsystems, which was elaborated and applied by Macedo (2012), and the other addressed to Sports Agents, comprising 14 questions, of which 11 are closed and 3 open, which was designed and implemented by (J. M. B. Da Cunha, 2002a). The results allow us to conclude that there is no relationship of cooperation and complementarity between the DE AND DF and the organizational models are characterized by different competitive frameworks.

Keywords: School Sport, Federated Sport, Organizational Models, Relationship between School Sport and Federated Sports.

Introduction

Sport is a unique human activity, which is processed on a Planetary scale. For L. Costa et al. (2001) is the only one that is governed by a universal code accepted by all, so it is the only one in which it is possible to establish communication systems between the most distinct and varied population segments. In the context of School Sports (DE), we are drawn to the studies carried out by several international and national authors, in which the importance of their practice is reiterated, when they mention that ED plays a primary role in cognitive, motor, and sports of children, being the technician or Physical Education Teacher (PEF) in his affection, the fundamental task of defending its educational and formative character.

The General Regulation of School Sports of Mozambique (RGDEM), approved by Ministerial Diploma (DM) n° 24/99

of March 24, states that the DE must be a complement to the educational activity and should be developed with reference to the principles which guide the theoretical-pedagogical and organizational framework in which it must be carried out. In this view, Abreu (2011), the DE must also establish itself as a right of all students and not only the most fit or gifted.

Therefore, the free adherence of students, according to their interests and motivations, the activity of curricular complement should be accepted without any restrictions. This necessarily implies an intervention that promotes the inclusion of all students who wish to participate actively in these activities.

The realization of this study is relevant, since it is an area that is not well explored in the Mozambican context, and because several surveys reveal that Sport in School,

whatever its organizational model, cannot ignore the federated movement under penalty to develop a meaningless sport, (Teixeira, 2007).

The existence of conceptual conflicts about the roles of the School, the Club and the lack of complementarity and cooperation of their actions in the sports training of children and young people in school situations; the lack of an organizational model to accompany the talented students that emerge in the School Sports Games (JDE), from the School, through the Areas of Influence Pedagogical (ZIP's), District and Provincial Selections until the phase of framing these in the Federated Clubs (CF), contrary to Article 9 (2) of Law 11/2002, which states that the subsystem of sport in educational and training establishments is the main vehicle for sporting massification in relation to other subsystems. Supply to the downstream DF subsystem. It is the reasons that lead us to study this subject, in an empirical perspective as a result of the interest that this awakens in us as PEF, Coach / Technicians and referee in the DE and DF. This fact is associated with the various criticisms that the ED itself has suffered in the Mozambican context, pointing out its functioning over the last few years related to the current organizational model, and the performance of the teachers assigned to the DE regarding the falsification of age and identity of students, to achieve at all costs what they consider prestige "the victory"!

Often we hear aggressive comments from the media, sports lovers, sports agents of CF in relation to the Schools; in reciprocal the agents of the DE, in relation to the CF, therefore, it is not yet possible to perceive the real reasons for this enmity. It also deals with the need to provide relevant and valid data to MINEDH, MJD, Clubs, Schools, PEF, and Sports Agents, collaborating in the development of the National Sports System (SDN). In this sense, this study aims to understand the relationship between the DE and the DF, in a perspective of cooperation and complementarity in the City and Province of Maputo; characterize the current organizational model of DE and Federado; and describe the perception that sports agents attribute to the relationship between these two SDN subsystems.

2. Contextualization of the Relationship between School and Federated Sport

The concept of sport is discussed in such a way about several prisms by several scholars in the field, since it itself involves the involvement, which relates its practice, whether in the sphere of massification that includes the subsystem of the DE, as the Sport of High Competition (DAR) the considered federated, or others. Tani (2007), says that it is difficult to conceptualize the sport, since it covers several activities. While J. Bento (2007) understands that sport is complex, passionate and can influence the lives of thousands of people, and is therefore treated as an element of social interest by almost all nations.

Sport is also, as Araujo (1995) says, an activity subject to certain rules that aim at competition. In this context, Mozambican Law 11/2002 reinforces that access to citizens to the practice of Ed.F and sports is a right enshrined in the Constitution of the Republic of Mozambique (CRM). It also describes that Sport as a social activity of public interest

contributes to the formation and integral development of the human being and improvement of his health.

3. National Sports System (SDN)

L. Cunha (1997) argues that various sports bodies and institutions that move people, services and assets are part of the SDN, directing their activities towards the fulfillment of the main objective.

The SDN of Mozambique is classified according to the law nº11 / 2002 in its articles 5, 6 and 7 of section I of chapter II, which postulate that there are two sports subsystems that are Sports for all and Sports of income. In turn, these are subdivided into several subsystems namely:

A. The Sport for all - Article 6 of Law 11/2002 defines sport for all as encompassing the whole range of formal and selective sporting activities, training, competition, physical rehabilitation practiced in sports clubs and clubs, including sports clubs individual, aiming fundamentally the massification of the sport.

B. High Performance Sports (DAR) integrates all the formal and selective sports activities, of training and competition, practiced in the sports clubs with a view to overcoming results and sports promotion.

4. School Sports (DE)

The definition of School Sport must be imbued with all the events that have engulfed it over the years. It is they who today give it form, content and meaning. The DE is based on essential social, educational and cultural values, constituting a factor of insertion, participation in social life, tolerance, acceptance of differences and respect for the rules (L. Costa et al., 2001). At school, sports should be accessible to everyone, regardless of their abilities or interests, and the DE is responsible for acting according to the premise of "Sport for all".

The DE is defined according to RGDE approved by Ministerial Decree (DM) nº 24/99 as a set of sporting and training practices with a sporting objective, developed as a complement to curricular activities and occupation of leisure time, in a regime of freedom of participation and of choice, integrated into the educational or training activity plan and coordination within the National Education System (SNE) ". The DE is a cross-cutting area of education with impact in several social areas, it is an instrument of health promotion, inclusion and social integration, promotion of sport and fight against failure and dropping out of school. The DE is also considered a curricular complement activity that, as subsector of the SNE, is supervised by MINEDH.

Its objectives focus mainly on teaching and pedagogy, not neglecting competition. DE is part of a broader concept than education for citizenship, in that, through its objectives, it aims to contribute to the integral formation of students in the diversity of their biopsychological behaviors by improving their sensory-motor skills, the acquisition of a healthy physical condition, respect for the rules, for others and for itself, as well as harmonious and balanced development (RGDE 1999).

In Mozambique, the School should play an essential role in the basic sports training process, since children and adolescents attend compulsory school until adolescence and many of them do not have access to sports clubs or because in their region of residence these they do not exist, they do not have the desired modality or they demand counterparts in money above their purchasing capacities.

The State has the duty to promote sport at national level in collaboration with all sporting institutions within the sporting subsystems. However, the DE is developed through a framework of systematic training and recreation activities integrating training and competition, processed according to the weekly schedule and specified in the annual plan and program of the School and through participation of the school in the various staff competitive at the level of ZIP, Autarchy, District, Provincial, National and International. Articles 8 and 9 are in line with Article 3 of Law No 11/2002 of 12 March, which lists two points on sport in educational and training establishments:

1. *The practice of sport as an extracurricular activity within the framework of the establishment of education and training is stimulated and fostered as a complement to the training of students and the healthy occupation of their free time;*
2. *Sport in educational and training establishments is the main vehicle for mass sports.*

5. Federated sports (DF)

For several decades, the international sports system was based on a single sporting expression "the competition". At the moment the means necessary to reach a high level of sport, having regard to the type of evidence, state of health of the athlete and the social marginalization are questioned, "Sport for All, Collective Practice of Social Interest, according to J. Bento (1998), is the high sport competition that must be understood as a system whose objective is to achieve the best results. It is practiced within clubs according to Article 3 of Decree-Law no. 3/2004, article 19, section II, by clubs, associations and sports federations structured, recognized and in accordance with the criteria and standards required by national and international bodies.

6. Game Characteristics for Young People

A study carried out by Marques (1999) with teams of young athletes, children's groups and initiates of the training centers of the Faculty of Science of Sport and Physical Education of the University of Porto, shows that the use of principles and models of sport high performance, organization of competitions and periodization of training of children and young people. The results found in his study point to a traditional organizational logic, very close to that which prevails in high performance sports. Sport for young people can be organized in several strands or levels of sports practice, including DE and DF. In this sense, there are particularities inherent to both sectors that deserve to be highlighted. The DE is characterized by being an activity centered on initial motor and sports training, through which it is intended to inculcate values that help the athlete to acquire social skills and sports habits. The activities are

voluntary (extracurricular) and consist of regular trainings and competitions developed at the school, under the guidance of qualified professionals who take on the role of teacher of a group / team, or head of the core of the DE. In sport for young people, even at the level of the federated sector, there is a pedagogical and educational dimension, because it allows its practitioners to overcome barriers in situations of adversity, to learn rules and specificities associated with a sporting modality, to learn how to deal with others.

7. Relationship between DE and DF

It is common for sports development issues to be generally considered within SDN, since it is this one that, for obvious reasons, has more prominence in society. For Resende et al. (2014) "today the sports offer can be systematized into three categories: the one offered by SNE, offered by SDN and offered by the business system". All are sectors that complement each other but operate with specific missions that need to be respected. In the Mozambican case, we consider the existence of several subsystems of the SDN, among which we highlight the relationship between the SD, whose organization is integrated in the SNE and DF integrated in the DAR.

According to J. Bento (1991) the DE can establish a relationship of cooperation and complementarity with DF, however, it must be understood that it is an integrated subsystem in the SNE and is an autonomous sector of the SDN. In fact, the course of Sport in the School diverges from the course of Sport in the Club, which reflects well the disharmony and in coordination between two subsystems that, although it should follow different routes, compete for the same objective, which is in the broadest sense, the Development of National Sports.

Thus, it will be very pertinent to establish and implement protocols or collaboration partnerships with clubs, federations, and private and public entities, in order to sensitize the community to participate actively in the projects of a school or groupings. Pinto (2003) emphasizes that the School should not compete in the club space because it does not pursue the same objectives.

The basis of equality on which the relations between the SDN and the SNE, the Club and the School should be based, cannot be configured solely in a framework of improving the quality of student practice, since the School does not demand the task of to form "champions". Thus the DE must have an autonomous, although not antagonistic, existence of the DF, and be directed by its own institutions inherent to the SNE (...). That is, the DE is, in the first place, a problem of the accomplishment of the obligation of the School to guarantee a solid sporting and corporal formation, (J. Bento, 1998).

8. Methodology

8.1 Type of Study

The study was guided by a quantitative - qualitative methodology of a descriptive - transversal character, associated with a bibliographic review to better understand the phenomenon under analysis.

8.2 Instruments

Two anonymous questionnaires were applied, one for the athletes, consisting of 20 questions and the other directed to the Sports Agents, consisting of 14 questions, of which 11 are closed and 3 are open, both designed and applied by JMB Da Cunha (2002a).

8.3 Procedures for Data Collection

Initially, the researchers socialized the objectives of the survey to the respondents and later individually answered the questions posed in the instrument.

However, in order to guarantee the objectivity of the instruments, the pilot study was carried out in two rounds to verify the issues, and the following phases were observed:

- Application of questionnaires to small groups of school sports athletes and sports agents;
- Presentation of the objectives of the study;
- Explanation of procedures to the participants;
- Distribution, filling and collection of questionnaires;
- Finally, the level of understanding and difficulties presented by the respondents was analyzed.

The results of the first round allowed us to observe changes in questions 5, 7, 12, 13 and 18 of the athletes' questionnaire, which were summarized in the improvement of vocabulary, language and clarification of some questions, since, during the piloting of the questionnaire, it was noted that the DE athletes did not fill these questions.

Therefore, the evaluation of the second round allowed us to determine that 77% of the participants considered that the instrument revealed reliability to obtain the results that are pursued in the study. The agreement was obtained from the assumption of Cuesta (2001), which states that:

$$Cc = (1 - V_n / V_t) * 100.$$
 At where,

Cc = Coefficient of agreement expressed as a percentage.

V_n = Number of experts against the predominant criterion.

V_t = Total number of experts. If Cc ≥ 60%, agreement is considered acceptable.

We used the *statistical package Social Package for Social Sciences (SPSS)*, version 22.0, to calculate measures of central tendency, (fashion, frequency and percentages of the indispensable questions, obeying the sequences established in the questionnaires of the present research. of the present study 198 randomly selected subjects of both sexes, of whom 129 are ED practitioners, 37 DF athletes, and 32 Sports Agents (Coaches, PEF and Sports Managers), all from the province and Maputo City. The distribution of the athletes in question reveals a heterogeneity in the ages, since the variation in the age groups is remarkable, and the majority of athletes are grouped in the range of 15 to 16 years of age with 128 subjects equal to (77.11%).

The sample size of the distribution of sports agents according to age indicates a variation in the age groups, most of which belong to the age range of 30 to 39 years with 17 participants equal to (53.13%). As far as athletes' schooling is concerned, the sample is quite heterogeneous, but it is noteworthy that 48 refer to attending the 9th Class equivalent to (28,924%) and 49 athletes point to attending the 10th Class, meaning (29.52%).

Most of the agents interviewed have higher education as their academic qualifications, with emphasis on the licentiate level with 43.8%.

The distribution of sports agents according to the Qualification Sports Technicians discerned that the lowest percentage with 3.13% for level 3; 6.25% for levels 1 and 2 totaling (15.63%) and PEFs working with ED are the majority with (59.38%).

9. Results: Analysis and Discussion

The results indicate that a total of 93 subjects of the athletes in question indicate that they already practice the sport in the period of 1-2 years corresponding to 56.02%, of which 17 (10.24%) are practicing FD and 76 (45, 78%) are from DE. In relation to the interval of 3-4 years, in a total of 73 athletes corresponding to (43.98%), 20 being equal to (12.05%) practitioners of FD and 53 equivalent to (31.93%) practicing DE question (Q1).

These results confirm that Mozambican sports training finds its foundations in the DE, these affirmations are supported by the basic law of the sport of Mozambique in its article 9, when mentioning that the DE is the main vector of sports massification in relation to the other subsystems. Slack and Parent (2006), stated in their study that DE should be the basis of sports training because it has many advantages, such as: free practice and properly guided by qualified personnel in safety. On the same subject, Vieira (2012) assures that the DE assumes an educational practice, truly formative.

Most DF athletes report that they train three times a week for 2 hours (18.92%), while the bulk of the athletes from the DE indicate that they train three times a week for 3 hours (35.65%). The results of this study (Q2) show that athletes of the ED spend more time in training to the detriment of the DF, contrary to the studies Marques (1999); In the athletic training (DE) phase, the ideal amount of sports training for children and young people is expected to be around 2-3 days a week in a period of 60 to 90 minutes and the procedure must be directed to the construction of basic sports benefits with a view to sports longevity.

(52.7%) of the 129 respondents answered positively (yes) the existence of clubs in the City or Village where they live, and 102 athletes to (79.1%) intend to continue with the practice of sport in the selected mode outside the School. The results reveal a setback, however, there is no continuity of practice after high school, meaning that local clubs do not absorb talent from school sports.

Araújo (1995) on this issue says that "it belongs to the club what is of the club, to the school what is of the school, to the company what is of the company, to the state what is of the state, to replace anyone." On the other hand, the study by

Mesquita (2004) confirms the results found by us, because he concludes in his study that the clubs favor and / or reward only the best, even in the training stages.

Of the DF athletes, 56.76% confirm that they started the practice of Sports in the School, results that lead us to verify that there are conditions so that the relation between the DE and DF occurs in order to guarantee the cooperation and complementarity of both subsystems. These data are corroborated in international research by Telama (1998), J. Bento (1989) and Sobral (2017), when they affirm that ED firstly guarantees a solid body sports training; secondly, it presents itself as a key function of the global development of DF. Regarding the existence of DF athletes who are also colleagues in the School, the majority (54.05%) answered negatively (no). When confronting the results found in this research and the results obtained by JMB Da Cunha (2002a) in the District of Viana do Castelo, Portugal, where he defended that the DE should establish with the DF privileged relations leading to a collaboration, not only desirable, but also necessary, starting from the relation School - Club, the contrariety is notorious. In this context, the recruitment of athletes who attend the same school in our opinion could reinforce this desire.

With regard to the main objective, in which we intend to understand, the relationship between DE and DF in the perspective of cooperation and complementarity, for the development of Sport in the Province and City of Maputo, our study population unanimously indicates that it does not this result is supported by 78.38% of the DF athletes required to respond negatively (no) and 71.9% of sports agents, however, reinforce that it is necessary to make some organizational changes in the model and quality of sports training, both at school and at the club for this to occur.

The various literatures consulted indicate two antagonistic outputs, one with results presented by Martins (2011) stating that there is no articulation between the School and the Club; Teixeira (2007) also describes that the divergences between Sport in the School and Sport in the Club go back a few years ago, and translate well the disharmony and lack of coordination between the two subsystems, confirming the results found in this study and contradicting the results found by J. Bento (2001) and JMB d. Cunha (2002b) since they defend that "the local Club and the School are two moments of the same time, two Inter-complementary sides of the same coin that is the sport formation". Between the two "antagonistic" outputs, Colaço and Fleck (2009) carried out a study with 255 teachers assigned to DE, in which results were found which indicated that 51.8% stated that there should be a closer relationship of articulation and cooperation between the DE and DF, 27.7% said no, and 21.2% who chose not to express their conviction.

Araújo (1995) stated that the "DE should provide children with sports activities for their initial formation". Meanwhile, the RGDE of Mozambique reinforces this idea by providing in its program the existence of training centers at the level of the Province, District and School, in the latter in the form of a Sports School Nucleus (NDE), integrated in a specialized sports training chapter. Soares (2012) mentions that one of the objectives of the DE is the training par excellence for the sports system, especially for the DF, guaranteeing not only its upstream feed, as well as communication processes.

Gustavo Pires (1994) reinforces that the importance attributed to the school in the process of integral formation of children and young people, should be a requirement so that the bets in the construction of a different future and a better sport, are a reality. "It is at school that most of us have the first opportunity to experience Sport, it is here that young people discover their talent and their potential. They need to try a variety of sporting activities, to know what gives them the most pleasure. They need opportunities to compete to the level at which their capabilities develop. They need clear paths to participate in the Club and National levels, with the correct training and the exact support at each level. "

SOARES (1996) studied and evaluated the quality of the ED service in the autonomous region of Madeira, Portugal, which supports our research in the Mozambican³ context. The problem is to find a model in which, respecting the mission of each of the subsystems, human, material and financial resources, are effectively profitable according to the vocation that involves the two subsystems.

L. Costa et al. (2001) points out that it is in school that the bets have to be made in the construction of a different future, it is in DE that we can find the hope reserve of a better sport. At this point, our research is strengthened and points in this direction. However, it is necessary, as previously mentioned, and according to the results found, to make some organizational changes, both in the school and in the environment in which it is inserted.

One of the changes is, in our opinion, the involvement and necessary coordination of local governments in the sports development plans in which the respective District School will inevitably participate. With legitimacy, (Januário, Sarmiento and Carvalho, 2009) wrote that "the main role to be played by local governments in sport must be related to an activity of coordination and interconnection between the different levels of intervention and the availability of resources, human and financial, that allow the normal functioning of the most diverse sports institutions of each place). Again, one cannot resist transcribing Pina's (1995) opinion by pointing out that "the DE should seek to conduct sports training, favoring the talents".

And Damásio (1998) defends the DE, having as main argument the fact that the highest concentration of the target population of the Child-Youth Sport is in the School. "The School is not only the only social institution where all children and young people come together, but also the only place where experiences and skills can be appreciated in all parts of the sports landscape."

It agrees with the premise that the role of ED, as an introductory to sports training from the RA perspective and above all as an alternative to the performance of institutional sports agents, could facilitate the emergence of talents and their other alternatives than ordinary programs, as well as fostering the acquisition and development of skills, competencies and attitudes that, while not being carried out in the sensitive phases, could lead to the installation of obstacles that are difficult to recover.

³. He affirms that, in fact, the sporting development of a region must go through the "clarification and articulation of the sporting roles between the DE and the DF, with a view to the profitability of the resources and the preparation of the sportsman, according to the various phases of sports training. "

10. Final Considerations

The characteristics that distinguish the current model of DE and DF according to the literature indicate that: i) The law establishing the legal regime for sports practice in Mozambique, Law 11/2002 of 12 March 2002, establishes that the DE is the foundation of the sporting massification that feeds federated sport downstream; ii) education is privileged in the DE (creation of friendship, socializing, group spirit, fair play) and occupation of leisure time while in DF the competition is prized over fair play and education because of the appetite for the result; (iii) in the DE, multiple contents converge for a large group of practitioners, following the teaching of techniques in the diversity of modalities, flexibility of training schedules while in federated sports the contents are singular, the schedules are inflexible, the sports training is directed towards specialization precocious and for a small group; iv) the DE competitive framework is reduced with compulsory participation whereas in DF the competitive framework is bigger, better, and has a well-organized structure in voluntary participation.

The relationship in the perspective of cooperation and complementarity between the two sports subsystems according to the perception attributed by the sports agents under study, reveals that not only is it possible, as it is desirable, because the DE and DF compete for the same objective, which is the National Sports Development. In this context, Mozambique needs some changes regarding the organizational model, sports training and sports practice (QCM), both at school and in the club.

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