
Diagnosis of Extracurricular Courses of Sport in Educational system through employing Weisbord's Model

Hamed Hossein Poor¹, Ali Mohammad Amirtash^{2*}, Ali zarei³

1. PhD Student of Sport Management, Islamic Azad University, Science and Research Branch, Tehran, Iran.
 2. Professor, Department of Physical Education and Sport Sciences, Science and Research Branch, Tehran. Islamic Azad university. Tehran. Iran.
 3. Associate Professor of Sport Management, Central Tehran Branch, Islamic Azad University, Tehran, Iran
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Abstract

Purpose: The present study aims to study the Diagnosis of extracurricular Courses of Sport in the Educational system through employing Weisbord's Model. **Methodology:** The descriptive – survey method was employed. The statistical population was all sports teachers in North Khorasan Province who were 750 people. Based on the kerjeci & Morgan table, 256 sports secretaries were identified as the sample. The data gathering tool in this research was a researcher-made questionnaire with 22 questions, whose questions were designed based on the Weisbord's design. The face and content validity of this questionnaire were evaluated using the opinion of the university experts. In order to study the construct validity of this questionnaire, exploratory factor analysis was used. Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. The reliability of this questionnaire was 0.87. The statistical methods used in the present study included K-S test, exploratory factor analysis, and T-test. All data analysis was done in SPSS software version 22. **Findings:** The results of this study showed that the identified complications in accordance with the webs board pattern in the present study, explained 75.25% of the total variance of the questions. The number of complications detected in the research includes the complications of the Weisbord's Model in all dimensions and domains below the average level of 3. Considering the significance level below 0.05, it can be stated that these complications are in poor condition. **Conclusion:** The results of the present study showed that there are some complications in post-exercise training programs in education, all of which are in poor condition. The results of the present study indicated that goals, structure, rewards, useful mechanisms, communication, and leadership are all complications of the post-training exercise in education that all of them are in undesirable conditions.

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* Corresponding Author Email: alimohamadamirtash4520@iran.ir

1. Introduction

Extracurricular activities are a set of activities designed to help achieve growth, excellence, talent development and participation in practical programs that address the individual needs of students and local and regional characteristics. It pays attention and ultimately adds to the quality and richness of the curriculum (Shirkami & et al., 2016). One of the most important extracurricular activities in education was extracurricular. While sport provides many benefits to participants worldwide, the level of sport participation has decreased or stagnated (Chalip, 2006). It was clear to all that increasing community-based sport participation can promote health, economic, and social issues (Wang & et al., 2004). Many studies have shown that athletic participation was uneven across groups and communities. For example, past research has shown that men are more likely to participate in sports than women, or that youth and adolescents are more likely to participate in sports than adults. This has been proven in various studies, but this cannot be confirmed in all societies and countries (Iwasaki & et al., 2007). The US Census Bureau reported in 2009 that men's sports participation was 39 percent, while women's participation was 23 percent. The center also announced that it would decrease with increased sports participation. For example, in the United States, sports participation was 18 percent for 18-24 year-olds and 23.9 percent for 45-54 year-olds (Wang & et al., 2004). One way to improve sports participation among different groups was to improve the status of leisure programs. Leisure programs as an important and fundamental issue play an important role in improving some aspects of sports among individuals. In other words, the reinforcement of leisure programs can lead to the institutionalization of sport among different groups (Dagkas, 2018). One of the features of advanced and modern education was the special attention given to the activities that teachers do outside of class and school. Such activities are undoubtedly effective in the growth of teachers. It was imperative for the education system of every country to enter into this field and provide the administrative background for this process (Sobhani nejad & et al., 2017).

Teacher extracurricular activities, if reinforced, can improve the performance of teachers. Therefore, the development of extracurricular programs has an important role to play in expanding the reach of education to its educational and educational goals. The quality of teacher-specific extracurricular programs in education was one of the goals of educational systems in advanced countries. Therefore, in these countries there was always an effort to strengthen the curriculum in education (Hamidi & et al., 2017). One of the types of extracurricular activities was sports activities and their spread among different groups. Improving sports participation through the development of sports curricula in education improves the physical and mental health of students (Rettig & Hu, 2016) and teachers (Kirk, 2005). Sports extracurricular activities in schools serve as a valuable strategy for the sustainable development of sport in the community (Massey & et al., 2015). Dagkas (2018) points out that the development of sports in schools among students and teachers will lead to the proper cultivation of sport in society. Understanding the causes and factors behind the development of sports extracurricular activities can help develop strategies for the greater participation of students and teachers in these programs and thereby promote their mental and physical health (Guest, 2018).

Students' physical health enables them to carry out their daily tasks and tasks without feeling tired and having the ability to cope with sudden events. The bell was a sport in schools (Gutiérrez, Gil-Madrona, Prieto-Ayuso & Díaz-Suarez, 2017). One of the current problems of the country was the low per capita sports space in the community. This can be worrying when students, as a cohort and in need of exercise, are in worse conditions than other segments of society. In many countries, school sports are remembered as a bridge to the greatest achievement of sports. In this regard, China has gained numerous medals at the Olympics by expanding school sports. It has special working groups to monitor school sports (He & et al., 2015). The relevance of championship sports to schools in the US was more evident than in other countries. The country uses the Chinese model more to promote sports in schools. In this regard, Japanese schools call sports bells the starting point for shaping Japan's future champions in the Olympics and the world. In

Sweden, an athlete up to the age of eighteen, in addition to enjoying all kinds of free educational facilities, also enjoys all the facilities and free sports facilities (Trudeau & Shephard, 2008).

Given the importance of sport and the development of sports extracurricular activities in education, there was a need for comprehensive research on these courses in education. However, some research has indicated this. Given the importance of sport and the development of sports extracurricular activities in education, there is a need for comprehensive research on these courses in education. However, some research has indicated this. Meier, Hartmann & Larson (2018) noted that improving infrastructure issues, including specialized sports centers, are among the factors driving the development of sports extracurricular activities in schools. Rodrigues, Padez & Machado-Rodrigues (2017) and Dieringer & Judge (2015) also pointed out that some problems with facilities cause problems in the course of athletic extracurricular activities. On the other hand, Rainer & et al. (2015) pointed to cultural issues in the development of extracurricular activities and found that barriers to acculturation were the first problem in the path of developing extracurricular activities. Be it. Pomohaci & Sopa (2017) also found that education is one of the important pillars of leisure activity development. The lack of comprehensive research in this field and the lack of specialized research especially in Iran has led to a good research gap in this field. Lack of comprehensive research into the incidence of extra-curricular training in education using the WISCARD model has led to the development of these activities in the field of education and not all aspects of the development path of the activity. Do not review sports supplements. Therefore, in order to develop sport extracurricular activities in education, the need for scientific research in the direction of complicating extracurricular courses in education is well understood. It seems that the lack of comprehensive studies in this area will lead to serious risks for the development of sports supercar activities in education, which will affect the high goals of sport in education. The diagnosis or complication model used in this study was the six-part Weisbord's Model, introduced in 1976 and still widely used by organizational transformation agents. In this model, six crucial areas or sectors are identified: goals - structure, reward, coordination and control mechanisms, relationships and leadership. These are, in fact, the factors that must be addressed properly if the organization seeks change and thus achieves success. This hexagonal model was a simple and effective means of diagnosing (Diagnosis) until these problems are resolved to achieve organizational change as a result of these actions (Sinki & Naghavi, 2016). Troubleshooting all areas of the society has led to the need to identify and address weaknesses and gaps in order to strengthen and improve the status of post-training courses in education. The purpose of this study was to design and execute a follow-up study on the extracurricular training courses in education using Weisbord's Model.

2. Methodology

The method of this research was survey. The statistical population of the study consisted of all sports secretaries of North Khorasan province with 750 persons. According to Morgan's sample size table, 256 sports secretaries were identified as the research sample. Random cluster sampling was used to select the research samples. Researchers selected cities based on the geographical regions of the province and then randomly selected sports teachers from each city. Finally, 240 completed questionnaires were collected from sports teachers in these areas. The research instrument was a researcher-made questionnaire based on the Weisbord's Model with 2 demographic sections and 22 questions. The main questions of this research were identified after reviewing the research background and reviewing the opinions of a number of experts using an open questionnaire. The questions in this section were designed on a five-point Likert scale. The face and content validity of this questionnaire was evaluated using the opinion of academic experts and exploratory factor analysis was used to assess the construct validity of this questionnaire. Cronbach's alpha coefficient was used to determine the reliability of the questionnaire. The reliability of the questionnaire was 0.87. Statistical methods used in the present study include Smirnov Kolmogorov test to determine the normality of research data, exploratory factor analysis test to check the construct validity of the questionnaire

and sample t-test to check the status of each component. Research findings. Data analysis was performed in SPSS version 22 software.

3. Findings

Descriptive results showed that 13.9% of the statistical sample of teachers are under 30 years old, 51.7% are 31 to 40 years old, 26.4% are 41 to 50 years old and 8.7% are older than 50 years old. Therefore, it should be said that the majority of the sample was made up of teachers aged between 31 and 40 years. The descriptive results of the study showed that 11.1% of the statistical sample of teachers have less than bachelor's degree, 64.8% bachelor's degree, 24.1% master's degree and above, so the majority of the statistical sample can be cited Teachers have undergraduate degrees. Factor analysis was used to identify barriers and classify them. At first, the validity of the questionnaires was confirmed by ten sport management professors and the reliability of the questionnaire was confirmed by Cronbach's alpha coefficient of 0.87. Kiser-Meyer-Alkin sampling adequacy test was used to assess the adequacy of the sample size. The test was 0.952, indicating that sample size was suitable for factor analysis. The Smirnom kolomograv test was used to determine the normality of the data, which was greater than 0.05 for all values at 95% confidence level. Then, in order to determine the correlation between the test materials in the population was not zero, Bartlett's Spearman test was used and the results were significant at 99% confidence level. The Bartlett test results showed that the questionnaire questions were sufficient for forming correlational factors and therefore we are allowed to use factor analysis in the present study. After this step, the inappropriate questions were eliminated due to the share table, which did not eliminate the question due to the appropriateness of operating loads among all the questions. Finally, the results of factor analysis showed that the total of 6 factors (based on theoretical and field studies) accounted for 75.25% of the total variance of the questions Table (1).

Table 1. The sum of the explained variances after rotation

Factor	Special value	Variance percent	Cumulative Variance percent
Goals	6/658	20/518	20/518
Structure	4/018	17/628	38/146
reward	3/982	15/818	53/964
Useful mechanisms	2/482	11/639	65/603
connections	2/120	5/110	70/713
Leadership	1/119	4/539	75/252

After identifying the factors, the following will identify the factors for each factor. It should be noted that since it was not easy to specify these cases without rotation, therefore varimax rotation was used to specify cases (Table 3).

Table 2. Factor loadings of questionnaires items

Number	Items	Outcomes					
		Goals	Structure	reward	Useful mechanism	Connection	Leadership
1	Failure to establish specific standards in line with the goals of the extracurricular sports	0/901					
2	Lack of supervision over the achievement of the objectives of the extra-curricular courses	0/874					
3	Lack of coverage of the goals of the training program for all groups and gender	0/821					
4	The ambiguity of the goals of the extra-curricular courses was unclear	0/748					
5	Lack of formulating the goals of the post-training courses in the collaborative space	0/714					
6	Lack of a coherent and specific structure on the ambiguity of the goals conceived of the extracurricular courses		0/832				
7	The uncertainty of the job description of sports directors and teachers regarding extracurricular courses		0/782				
8	Spending sports budgets on other areas and activities of schools		0/625				
9	Lack of coordination among the various components of the extracurricular courses		0/610				
10	Low rewards for developing extracurricular			0/809			
11	Failure to pay attention to the background of senior executives in post-training courses in their evaluation			0/800			
12	Lack of incentive and reward system in the education system regarding good performance and implementation of extracurricular courses			0/721			
13	Lack of justice in the allocation of resources and rewards			0/629			
14	Lack of need assessment process in post-training courses				0/879		
15	Lack of evaluation system in post-training courses				0/830		
16	There was no talent system in post-training courses				0/621		
17	Inappropriate interactions among transgender athletes					0/792	
18	Lack of proper inter-organizational communication to improve post-training courses					0/713	
19	Lack of utilization of sporting potential of other organizations by education					0/632	
20	Lack of control over the performance and quality of these courses						0/817
21	Lack of concern about post-training courses among senior education managers						0/714
22	Superficial and cross-sectional decision-making by education managers regarding extracurricular courses						0/628

After identifying the complications of the post-training courses in education, a sample t-test was used to evaluate each of the complications. Table 2 shows the results of this test.

Table 3. Examination of Complications in Exercise Courses

Outcomes	mean	Standard deviation	t	Df	Sig
Goals	2/12	0/621	-7/617	255	0/001
Structure	2/18	0/428	-7/510	255	0/001
reward	2/35	0/520	-5/521	255	0/001
Useful mechanisms	2/40	0/408	-4/418	255	0/001
connections	2/32	0/630	-5/621	255	0/001
Leadership	2/19	0/517	-7/290	255	0/001

As the results of the Sample T test show, the magnitude of the problems identified in the study included the Weisbord's Model in all dimensions and domains below the mean level of 3. Given the significance level of less than 0.05, it can be stated that these conditions are in undesirable conditions. In the meantime, the status of the goal-related complication was in less favorable condition than the other.

4. Discussion

The results of the present study showed that there are some complications in post-exercise training programs in education, all of which are in poor condition. The results of the present study indicated that goals, structure, rewards, useful mechanisms, communication, and leadership are all complications of the post-training exercise in education that all of them are in undesirable conditions. Shirkami & et al. (2016) in their research indicated that the lack of attention to post-graduate courses in education has caused some problems today. It seems that major problems in the field of sports at the basic levels of the country have led to problems and shortcomings in education as an important body in the development of sports at an early age. In other words, the lack of comprehensive planning in this area has made the extra-curricular courses in education today unable to follow the path of growth.

It seems that education, due to major problems in the non-athletic fields and lack of comprehensive and sufficient resources in the field of sports, has not been able to adequately follow the path of developing extra-curricular courses. The existence of various complications in this regard indicates that the current status of the post-training courses in education was not in good condition. The variety of complications identified indicates that education has major weaknesses in a variety of areas including goals, structure, rewards, useful mechanisms, communication and leadership. This indicates that it was important to improve the extra-curricular courses in education in order to pave the way for the development of these courses.

The results of the present study revealed that among the identified complications, the goal-related complications were the most important complication of the extra-curricular courses in education. Ridgers, Salmon, Parrish, Stanley & Okely (2012), and Jewett & et al. (2014) noted in their research that the lack of specific goals in sport education has led to disruptions in this area. With this in mind, it can be stated that the results of the present study are in line with those of Ridgers, Salmon, Parrish, Stanley & Okely (2012) and Jewett & et al (2014). It seems that the lack of concern about the post-training courses in education has caused problems in the formation of goals for the development of the post-training courses in education. This has led to the focus of school principals and education officials on addressing problems and shortcomings in the non-sporting areas of schools, and on the other hand, even in some cases, channeling many of the budgets and privileges related to sports. Lead the non-sport areas of schools. This was well illustrated in the research of Ashdown-Franks, Sabiston, Solomon-Krakus & O'Loughlin (2017). In their research, they noted that the lack of necessity along the path of sport development led to many of the privileges and opportunities available in the field of sport in non-sporting affairs. This, as a clear injustice, can have a severe blow to the body of sports in schools.

On the one hand, it seems that the lack of local and regional standards regarding the extra-curricular courses has made the goals of these courses unclear and on the other hand, no proper evaluation can be made. In other words, one of the reasons for the complexity of goals in these courses was the uncertainty of the demand for these courses. Extracurricular courses have various benefits to the development of general

and professional sports, and lack of awareness of these benefits has led to major problems today in the formation of these courses in education.

The results of the present study also indicated that structure-related complications, including those that are undesirable in the course of development of extra-curricular courses. Hwang, Feltz, Kietzmann & Diemer (2016) pointed out that the lack of proper structure in the path of school sport development was one of the problems in this area. With this in mind, it can be stated that the results of the present study are in line with the results of Huang, Feltz, Kitzman, and Dimer (2016). It seems that the lack of proper structure for the extracurricular courses has caused the activities and programs of these courses not to have a certain order and the quality of these courses was very different in different parts of the country. This has caused these courses to fail to fulfill their mission to develop sport in the community. The weaknesses in the structure of these courses have led to the current efforts in this regard not to achieve tangible changes in school sports. Based on the results of the present study, it was suggested to improve the extra-curricular activities in education by establishing national and regional standards at national level regarding the purpose of the extra-curricular courses. It was also suggested, in light of the results of the present study, to increase donor access control.

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