Evaluation of the Specialization Practices Subject of Physical Education and Sports Major, of the Faculty of Education and Languages, Rubén Darío University Campus, UNAN-Managua

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SUMMARY

The present study was carried out with the objective of evaluating the specialization practices subject of physical education and sports Major (curriculum 2013). It is an analytical, retrospective, cross-sectional, quantitative stud. The study population consisted of 30 students who were enrolled in the subject. A survey and a focus group was applied to students and teachers, as well as a document review guide. A descriptive analyzes was made according to the nature of each of the quantitative and qualitative (Frequency analysis and descriptive statistics) variables defined in the specific objectives.

In addition, other types of analyzes were carried out such as: bar-type graphs in a univariate variables, in a single Cartesian plane. The Kendall Tau C test was applied for the operative variable of the relationship between two variables under study. Data triangulation was carried out using different sources. The Triangulation of the method was made due to the type of research. Through this study measurable information was collected and could be verified and compared with the information provided by the focus group. The results showed that the sample population the 67% of them are teachers in the range of 24 to 29 and 40 respectively.

The 56% are single; the 39% come from urban area, the 78% of them the physical education and sports Major is their first career and 72% are male

The 56% of students suggest using both educational tools,however teachers prefer the pedagogical folder. The final grade according to the rating scale reflects that 33% are on a good and excellent scale, respectively. It showed significant correlation coefficients $p<,0.05$ in 12 of the 16 cognitive learning are related. Likewise, there are major critical levels, stating that 4 of the 16 cognitive learning are not related. A proposal was elaborated that provides greater contributions to academic and research aspects such as methodological guide, evaluation format and a methodological research structure.

INTRODUCTION

Complying with the strategy of the National Human Development Plan (PNDH) promoted by the Nicaraguan government, this research takes as a line of research the link between research and vocational training practices in higher education institutions. This research is intended to generate useful knowledge that will guarantee and contribute to the process of evaluation and curricular transformation in the UNAN-Managua, particularly in the Physical Education and Sports Major of the Faculty of Education and Languages of the Rubén Darío University Campus (RURD).

This is one of the Majors that contributes in the integral formation of the students, endowing them with knowledge of quality for the scientific task; In addition, it establishes the permanent relationship between theory and practice; as well as to perform efficiently in educational contexts and transform their way of acting in accordance with the social needs in which they are immersed and urgently needed by the Nicaraguan people.

MATERIALS AND METHODS

According to the *research method*, the present study is observational and according to the *initial level of depth of knowledge* it is descriptive,(Piura, 2006). Regarding the classification of (Hernandez F., Types of Studies and Classification in scientific research, 2014), the type of study is correlational. Concerning to the time of occurrence of the events and record of the information, the study is prospective, for the period and sequence of the study is longitudinal and according to the analysis and scope of the results the study is analytical. (Canales, 1996).

This type of research is Qualitative-Quantitative: Quantitative because it is based on the hypothetical deductive method, establishes theories and questions from which hypotheses are derived, uses data collection to test hypotheses, based on numerical measurement and statistical analysis, to establish patterns of behavior and prove theories. Qualitative, according to (Hernandez, 2014) et al (2010). It is part of an inductive scheme and is based on descriptions

and observations, part of the premise of every culture or social system to understand things and events. Its purpose is to reconstruct reality, as the researcher observes, it is called holistic, because it considers the whole, without reducing it in its parts, it is individual. The method of analysis is interpretative and contextual.

Some inclusion research criteria were met such as: Being an active student of the curriculum 2013 Study Plan. Have enrolled and completed the specialization practices subject, have signed a consent letter and agree to participate in the study. Regarding the approach of the present research, by the use of quantitative data analysis and qualitative information, as well as its integration and holistic and systemic discussion of various methods and qualitative-quantitative research techniques.

This research is carried out through the application of the Approach Philosophical Mixed Research (Hernández, 2014). Regarding the level of commitment of the researcher, the research adheres to the Socio-critical Paradigm, in which all knowledge depends on the practices of the time and experience.

Therefore, it does not exist a pure theory that can be sustained throughout history (Pérez Porto, 2014). Because it is analytical, the study presents a relationship between two variables under study, such as the cognitive learning relationships with the final grade according to the students' grading scale.

Areas	Cognitive Learning	Value	Error	(p:α<,0.05)**	(p:>,0.05)
Knowledge	Interpretation	0.502	0.161	0.002	
	Analysis			0	
	Writing				0.267
	Comprehension and memorization	0.568	0.126	0	
	Notes	0.403	0.179	0.024	
Capacity	Group Management	0.321	0.163	0.049	
	Self confidence to tspeak in public	0.343	0.185	0.024	
Competence	Planning and time	0.626	0.125	0	
	Participatión and debate	0.042	0.156	0.007	

Table continues on next page

Areas	Cognitive Learning	Value	Error	(p:α<,0.05)**	(p:>,0.05)
Attitudinal	Self study	0.579	0.112	0	
	Atention	0.494	0.151	0.001	
	Motivation	0.509	0.149	0.001	
	Interest for learning	0.332	0.162	0.041	
Ethics	Posture and personal appearance				0.123
	Responsability				0.064
	Attendance and punctuality				0.119

To carried out this study, a consent letter was delivered to the students and teachers of the carreer. A survey was given to teachers to evaluate the cognitive learning of students on a Likert scale, in order to know which students presented major problems during the specialization practices subject.

A camera of a Samsung Galaxy S6 brand cell phone with 16 megapixels of camera resolution and up to 50 hours of audio playback time and a recorder were used for the realization of the techniques.

The involvement of the participants in this study was made through participant observation; The researcher, from his teaching job in the career, participated and acted as one of the investigated members.

On the other hand, prior to the gathering of the information, a pilot test applied to 5 students who were attending the fifth year of the course and registered the subject of specialization practices in 2016.

According to the nature of each of the quantitative or qualitative variables and guided by the commitment defined in the specific objectives, the descriptive analyzes corresponding to the nominal, ordinal and numerical variables was carried out.

In addition, graphical bar-type analyzes were performed in a clear manner and synthetic way. univariately analysis were madefor category variables, in the same Cartesian plane, univariate bars for nominal and ordinal variables, which describe the response of multiple factors in a single Cartesian plane. Moreover, the relevant Contingency Analysis were carried out, for all those nonparametric variables, likewise, the frequency analysis was applied to sociodemographic variables and the Kendall Tau C test for the operative variable of relationship between two variables under study.

RESULTS

The sociodemographic variable "sex" showed that 72% of the students who registered the specialization practices subject are male. The 39% come from urban area; 67% of the students reflects work as teachers.
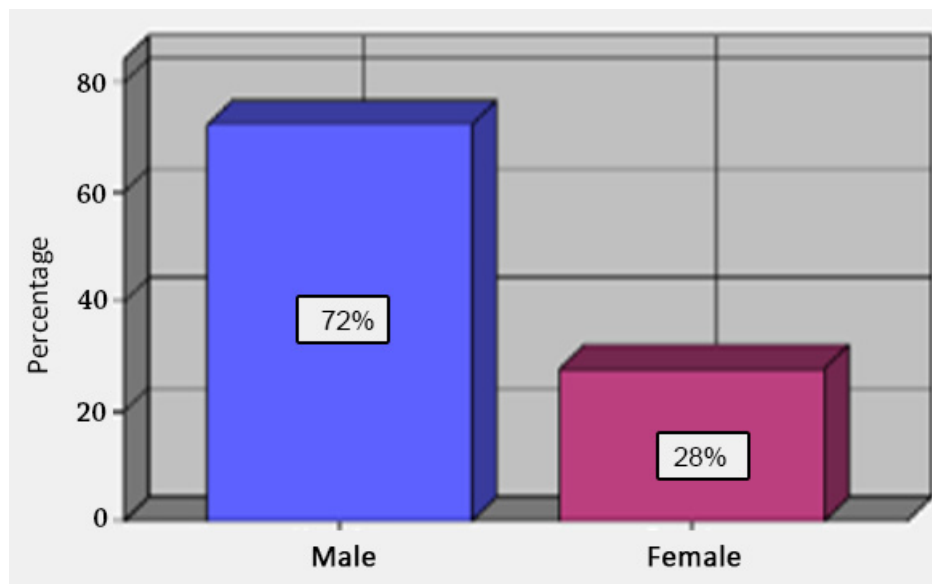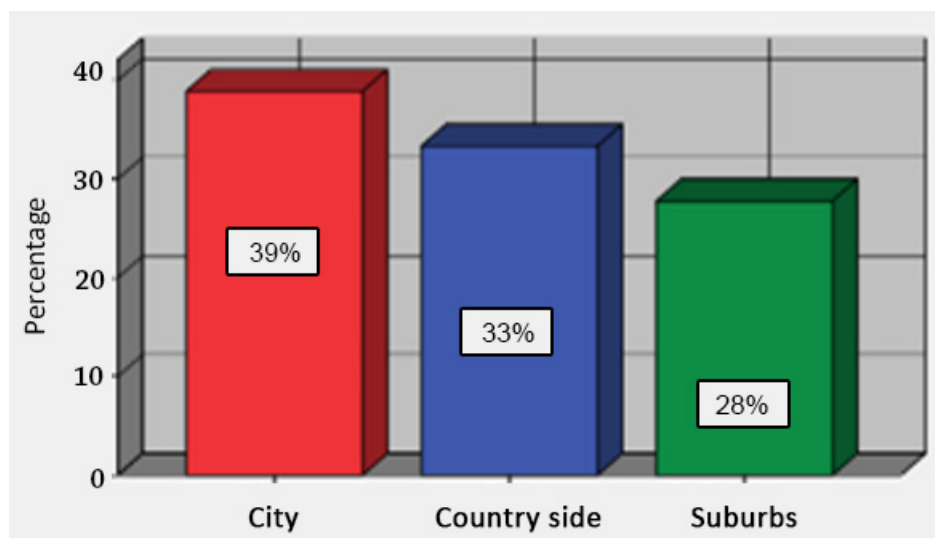

Figure 1. Student gender

Figure 2. Student place of origin

The age of the students range between 24 and 29 years old; ,the 56% of the students are single and 44% are married; the last level of schooling of the students reflects that 67% are studying their first career and 33% are of second career. The final grade according to the rating scale obtained by the students in the Specialization Practices subject reflects that, 33% is in the Good category; 33% Excellent; 22% Very Good; 6% Regular, and 6% in the Failed category; The Best Educational Tool according to the students showed that 56% suggest both; on the contrary of the Teacher who prefers only the Pedagogical Folder.
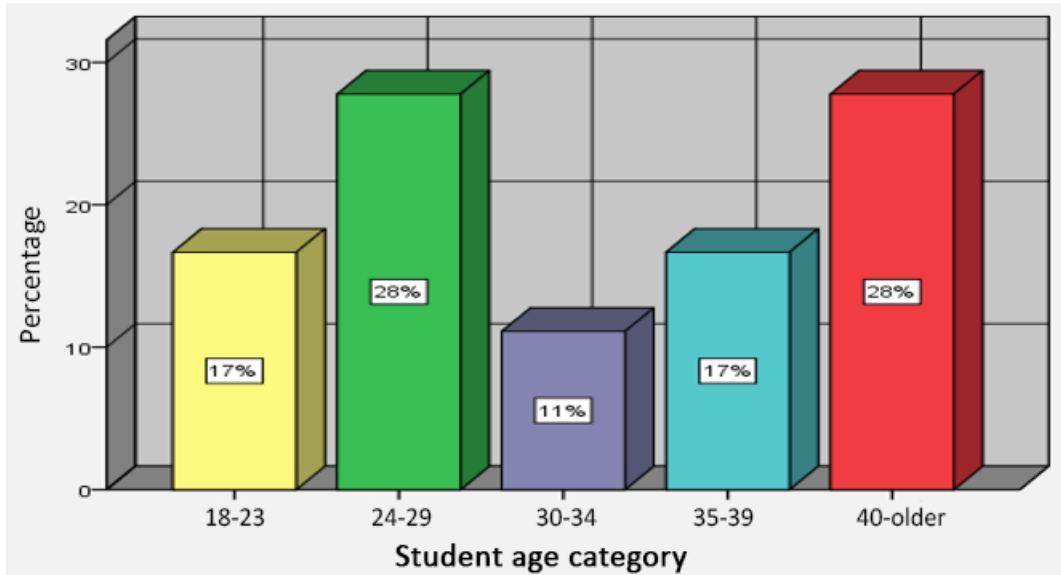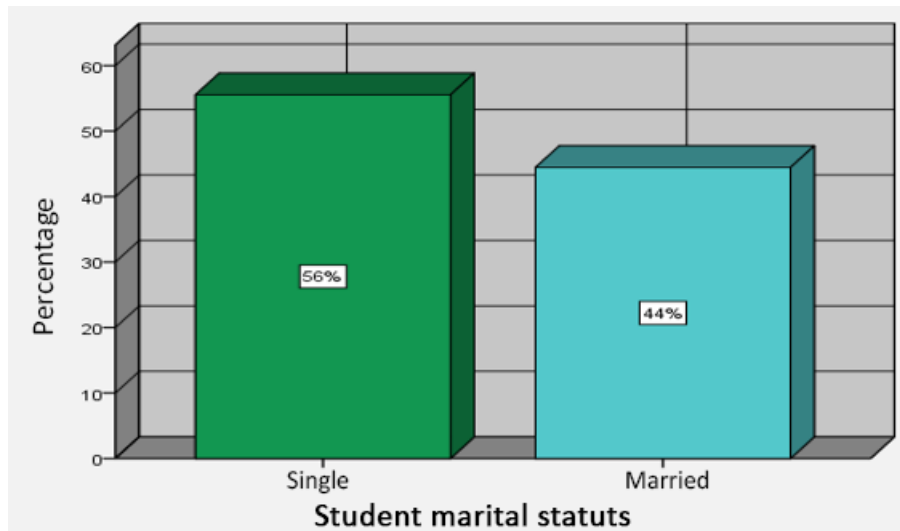
Figure 3. Student age category

Figure 4. Student marital statuts

In relation to cognitive learning acquired by students in the Specialization Practices subject showed the self study variable with 22%, 17% reflected Attention, 11% Motivation, 17% Interpretation, 17% Analysis, 6% Interest to Learn, 6% Writing, 6% Attendance and Punctuality, 6% Skills for group management, 22% Security to Speak in Public, Nobody presented Responsibility, 6% Planning and Time, 6% Notes on the Oriented, 17% Understanding and Memorization, 6% Porte and Personal Aspect, 17% presented Participation and Debate.
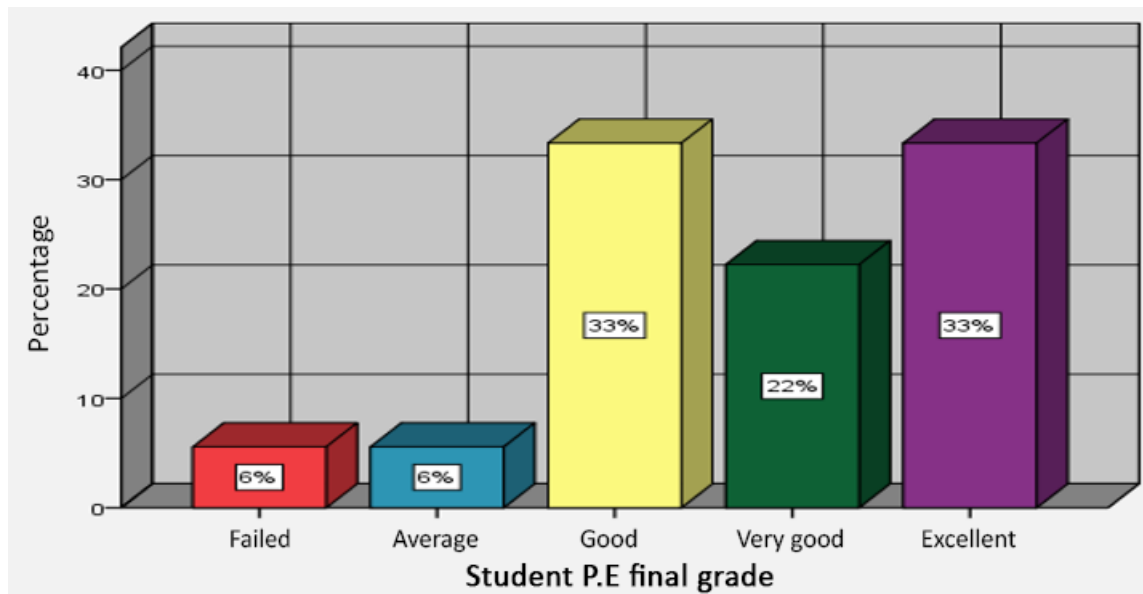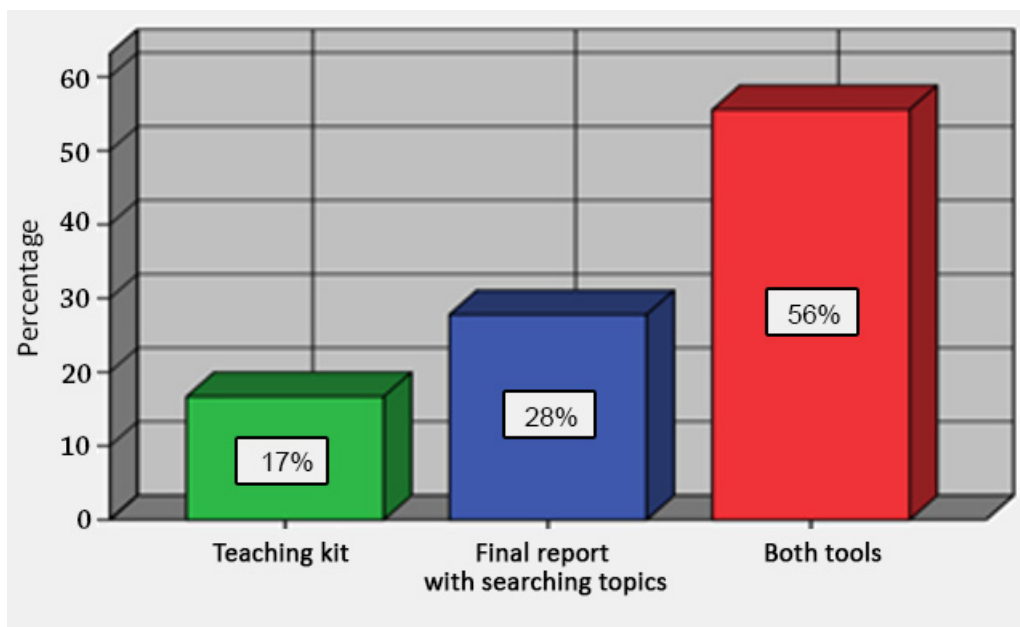
Figure 5. Student P.E final grade.

Figure 6. Didactical tools for a better A.C, according to student.

Interpretation of the result obtained from the Tau C Kendall test

Each coefficient appears with its corresponding critical level (sig.Approximate), since there are critical levels that are lower than the value of significance that is: 0.05, the null hypothesis of independence is rejected, stating that the variables: (Self-study, Attention, Motivation, Interpretation, Analysis, Interest to learn, Skills for group management, Security to speak in public, Notes on the oriented, Responsibility, Understanding and Memorization, Participation and Debate, Planning and Time) are related. And since the value of the median is positive (positive relationship), it can be interpreted that, in this context, the Kendall Tau C Correlation test, shows that there is a correlation, this means that the students' final grade

is influenced by each of these cognitive learning, the more the student applies during the Specialization Practices, the higher the final grade.

Likewise, there are critical levels that are greater than the value of significance that is: 0.05, the null hypothesis of independence is accepted, denying that the variables (Writing, Attendance and Punctuality and Porte and Personal Aspect) are not related.

And since the value of the median is negative (negative relationship), it can be interpreted that, in this context, the Kendall Tau C Correlation test, shows that there is no correlation, this means that the final grade of the Students are not influenced by these cognitive learnings.

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ANNEXES

Proposal of a Methodological Guide for the Subject of Specialization Practices

AUTONOMOUS NATIONAL UNIVERSITY OF NICARAGUA, UNAN MANAGUA

FACULTY OF EDUCATION AND LANGUAGE SCIENCES

RUBÉN DARÍO UNIVERSITY BUILDING

Major : Degree in Physical Education and Sports

YEAR:

MODALITY:

SEMESTER:

PLACES OR EDUCATIONAL CENTERS WHERE SPECIALIZATION PRACTICES WILL BE CARRIED OUT:

_____
_____

MODALITY : _____
_____

NAME OF THE PROFESSOR (S): _____
_____

NAME OF THE STUDENTS (S): _____
_____
_____

OBJETIVES TO BE ACCOMPLISHED DURING THE SPECIALIZATION PRACTICES SUBJECT :
_____
_____
_____

Proposal for Evaluation Form for Cognitive Learning of Students of Specialization Practices

SCORES : (1): 0 – 59; (2): 60 – 69; (3): 70 – 79; (4): 80 – 89; (5): 90 – 100

Mark with an X inside the parentheses; the score acquired

AREAS OF COGNITIVE LEARNING	1	2	3	4	5
Did the student present Self Study?					
Did the student present?					
Did the student show motivation?					
Did Student Interpretation and Analysis Show?					
Did you observe, Interest to Learn?					
What Type of Writing did the Student present?					
Did the student present Skills in the management of the group?					
Did you notice Security to speak in public to the student?					
Did the Student Present Responsibility?					
Did you present Porte and Personal Appearance?					
Did the student present attendance and punctuality during the internship?					
Did the student present Planning and Time?					
Did you present Notes about what was being oriented?					
Did the Student Present and Understand?					
Did the Student Participate and Debate Present?					
Total Score					
Final Score					
Student comments:	Teacher comments:				
Student Signature:	Teacher signature:				

ADMINISTRATIVE AREAS	1	2	3	4	5	Score
Does it keep the area clean?						
Do you present Order in the Place?						
Does it correct the students to encourage them to be always ordained?						
Do you present the Daily Class Plan?						
Do you present a Weekly Class Plan?						
Do you actively participate in the Activities of the Center?						
Does it coordinate with other teachers work aimed at improving and protecting the environment?						
Care and Incentives to the Good use of the materials and real estate of the center?						
Do you carry out Cleaning Days?						
Interpersonal relationships with the Center Authorities?						
Interpersonal relationships with the other teachers at the center?						
Interpersonal relationships with the students of the center?						
Relationship and communication with the teacher of the subject?						
Do you organize and execute recreational and sports activities in the center of specialization practices?						
Does it stimulate and motivate students to participate in the planned activities?						
Does it comply in time and form with what is oriented in the methodological guide?						
Final Score						
Final Grade						
Student Comment:	Teachers comment:					
Student Signature:	Teacher signature:					