

# Teaching football to girls - Analysis of designs and interventions of the teachers in the region of Kef

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**Abstract-** The study of the designs that put across the teachers of EPS on the teaching of sports with masculine implication contributed in a meaningful way to the understanding of the problems and difficulties that go along with the teaching of football discipline for girls. The results show that teachers' design manipulates implicitly or explicitly the strategies of lessons. To all intents and purposes, this research depicts the pedagogical practices and instructional choice that encompass intense consequences for girls. It also tempts teachers of EPS of the Kef region and other regions to reflect seriously on the sexism of the programs and the sexual division of data actually taught in schools.

**Index Terms-** designs; kind; didactic Interaction; and Sport of masculine connotation; Football

## I. INTRODUCTION

The didactic research in physical education and sports conducted since the beginning of the eighties involved in teaching didactic activities of teachers. This state of fact is at the origin of the interest taken by didactic note makers to the process of interaction and content development as only it is implemented in classes, hence the interest in concrete situation of teaching-learning faculty development activity. The study of teaching and interactions analyzing content for students allow to finely scrutinize underlying designs. These melt in practice the assessment by the teaching on the nature of the encountered heterogeneities. Teachers' conceptions are critical in the educational functioning. They contribute significantly to the understanding of the problems and difficulties that convoy the teaching of content.

From the point of view of EPS teacher, entry into the activity should be adjusted to take into account both the expectations of girls and boys to discipline, while allowing an investment of all learners. In this context, academic Observatory of examinations in EPS of the Academy of Lyon under the direction of Labiche and Nesme (1998)<sup>1</sup>, recalls "do not take into

account genetic differences and cultural populations girls and boys, on behalf of a proclaimed equality; it is actually to reproduce and maintain imbalance in the body. Otherwise, on a cultural level, to combat discriminatory representations. «Thus, the teacher should consider how to differentiate his/her interventions, how to adapt his/her material organization, how to evaluate, so as to address all his/her learners without "marginalizing" the female population. » This analysis is adapted by Davis (2000), for whom "the ambition of a common culture implies taking account of the actual activity of the subjects in the diversity of their itinerant" (Davis, 2000).

Indeed, shaped in the image of their sport practices, EPS teachers plan their passions and expectations on their students. Brophy and Good (1986) believe that the expectations of teachers exert effects on acquisitions of their students, as they would be inflexible. The teacher expects motor productions relating to each of his/her students. Without realizing it, it adopts him even an attitude and behavior in line with these expectations. They discreetly indicate to students the results and aspirations towards them (Rosenthal and Jacobson, 1975). However, students whom teachers have lower expectations, are often furthest from them, are treated as a group and rarely individually. Also, received interactions are less numerous, they are less frequently observed, regarded, sought by questions (Good, 1987).

This research focuses on the teaching of football, sports activity with male connotation. Daily, inequalities between girls and boys at the level of engagement and interactions with the intervenor are accented. This influences implicitly or explicitly the contents of education proposed in the same space. It aims to identify designs that convey teachers of EPS in the region of Kef about football teaching in mixed classes. To study educational interactions between teachers and their students (girls / boys) during football sessions and observing how perceptions, the expectations of teachers can induce learning contrasting in football between girls and boys.

## II. THEORETICAL FRAMEWORK

### 2.1. The designs

The meaning of the word design is very old. Qualified by "our knowledge of objects are only representations and knowledge of the ultimate reality is impossible. (Kant, 1724-1804). Similarly we nevertheless assign to Durkheim (1858-1917) the real paternity of the concept of representations, declaring that it is "a vast class of mental forms (sciences, religions, myths, space, time), opinions and knowledge without

<sup>1</sup> Academic examinations Observatory of the Academy of Lyon in 1998 (under the direction of Jacques Labiche and Nesme René) "differences between boys and girls scoring in the Loire" in "Physical Education: Assessment - Rating exams, some elements thinking about differences in notation "ed. Rector of Lyon (this document is available on the website of the Academy of Lyon).

distinction. The concept is equivalent to the idea or the system; its cognitive characters are not specified. Gradually this concept "representations" will be taken more and more into consideration by research in social psychology, but with the appearance of the didactics of disciplines, this same concept has become «concepts» (Giordon & de Vecchi, 1987; Giordon & Martinand, 1988) to give greater meaning and clarity to the didactic research. Giordon de Vecchi, (1987) stated that "in case of performances we prefer 'design' or 'construct'. The first focuses on the fact that it is, at one level, a set of coordinated ideas and coherent, explanatory, images used by learners to cope with situations-problems but more importantly, it highlights the idea that this set embodies an essential mental structure responsible of these contextual events." In this perspective, "our designs form a whole which combines scientific knowledge, beliefs, ideologies, social features, rational and aesthetic, emotional, affective dimensions..., these designs are continuously reinforced by our human or rather social practices...» (Clement, 1994).

## 2.2. The taking into account of the designs in education

The second generation specialists argue that designs that develop the learners about the world, natural or social phenomena, resist the efforts of education. Educational reflections underline that for effective teaching, it is important to take into account the designs of students as well as teachers. For Clement & al (1981) "a situation of education involves not only designs of the teacher and the students towards taught scientific knowledge, but also including their relation to this knowledge" They add that designs of students and teachers are a set of equipment for the didactic treatment useful in any educational thoughts. This reflection on the designs takes greater account of the learner and teacher in the teaching-learning process. In the class, the primary concern of the teacher is to 'emerge', 'reorganize' or 'develop' the pre-scientific conceptions of learners. To materialize designs of learners, teacher should adapt teaching strategies and teaching implementations via the execution of the situations in which he tries to identify the views of learners, it is what Astolfi, (1989) calls "make the State of spaces". But the question is; in an educational context, will the intervention of the teacher who is manifested by the adoption of educational strategies, be influenced by the designs or not?

In EPS, the activity of the teacher and his/her designs have been immediately recognized as a determinant of the functioning of the educational system. To the file of time, these designs feed on various elements such as initial training, educational experience, learning models and axiological choices to which it refers. On the ground, the designs can be expressed in the form of a speech, verbal or non-verbal intervention whose function is to guide the educational choice of teachers. These designs 'cannot thus be mistaken representations, ideologies or theories, (...). Likewise, designs as well as ideas may be located closer to the practices ' (Gougeon, 1993). A number of research on technical knowledge and scientists used by teachers of EPS have shown that designs have an influence both on the choice of the contents and procedures for the control of learning of students even if discrepancies can exist between the designs set out by teachers and what they implement during sessions of EPS (Amade-Escot1991). Other didactic research conducted in this direction have demonstrated that the knowledge of the teacher

and his beliefs are at the origin of any decision-making necessary for all interventions in action (Shavelson, 1976; Tesfay, 1989, Durand & Riff, 1993). All acts of teaching are the result of a sentient or unconscious decision of teachers after they have operated a complex processing of information of a teaching-learning situation (Shavelson, 1976).

## III. MATERIALS AND RESEARCH METHOD

### 3.1 Population questioned

The study focuses on 187 of sport and physical education teachers (man, woman, specialist and non-specialist) who belong to the region of Kef.

### 3.2. The compilation of data procedures.

#### 3.2.1. A survey by questionnaires

We considered in the first place, the study of the designs that convey EPS teachers about teaching football for a female population in mixed classes. We opted for the technique of the questionnaire in order to draw up the boundaries of the speech produced by teachers. To do this, we have used exploratory discussions which have allowed us to build a pre-questionnaire and after multiple changes have been constructed a questionnaire in the form of precise questions to have precise answers just by answering 'yes' or 'no'. Making issues in range, the subject must respond by classifying the answers proposed in an ascending order according to the importance of the choices.

Our questionnaire consists of two items:

- The first item is composed of the following questions: (issues no. 1, 2, 4, 5, 6, 8, 9, 10, 12, 13). These questions allow us to identify designs that guide teachers of EPS in the region of Kef in regard to the participation of girls in sports with a masculine connotation.
- The second item consists of remaining issues: (issues no. 3, 7, 11, 14, 15). In fact these questions allow us to detect the reasons justifying refusal of teaching football in schools.

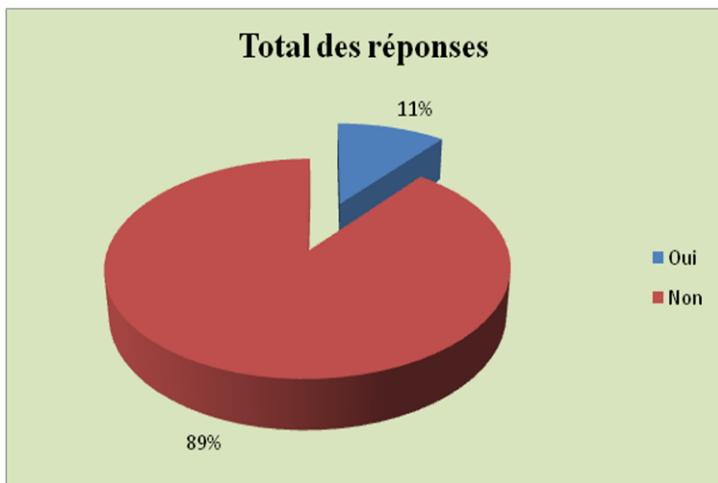
## IV. RESULTS

### 4.1. Global study of the conceptions of teachers

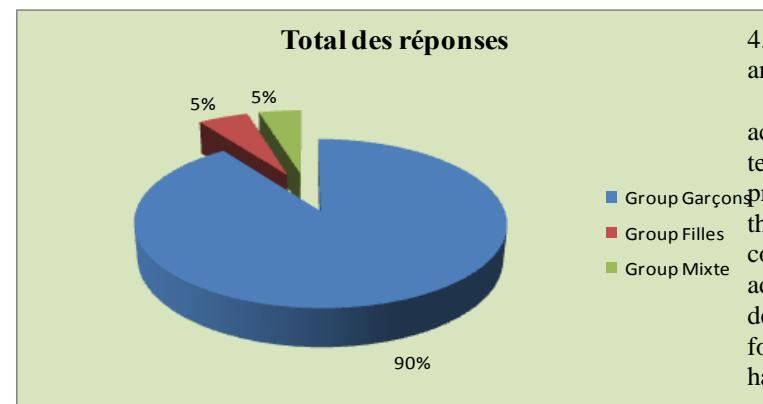
The first issue of our investigation focuses on programming, of a cycle of football in schools in the region of Kef. It therefore seems important to stress that the majority of EPS in Kef region teachers do not teach the discipline of football in schools. Analysis shows a very significant difference at  $P < 0.001$ , only 20 teachers (10.69%) among 187 EPS teachers taught a football cycle, however, 167 surveyed teachers representing (89.30%) of the population reported that they have not programmed a cycle of football during their educational careers. These results are illustrated in the following figure.

### Figure 1. The frequency of responses to question n°1.

Among those who taught the discipline of football 14 teachers (70%) have taught this discipline only for a group of boys, 6 teachers (30%) have programmed this discipline for mixed classes. Meanwhile, no teacher has taught football for girls.



In the same perspective, when teachers are given the choice to program a cycle of football at the school, the results show that (40, 10%) of our population (75 teachers) refuses to teach this discipline in schools. While (59, 89%) of the population (112 teachers) say if they have the choice, they teach football. However, the (112 teachers) include only (5.35%) of teachers who prefer to work only with girls, (4, 46%) prefer working with mixed groups while (90, 17%) of teachers opt to the teaching of football for only groups of boys. The following figure illustrates our purpose.



**Figure 2. The frequency of responses to the question n° 5.**

Indeed, almost all of the surveyed teachers reported that girls should not practise sport activities with a male connotation such as football. The results show that 136 teachers, representing (72.72%) of our population, declare that they do not prefer girls to practise football. While only 51 teachers (27.27%) of the teachers surveyed have favorable notices for the participation of girls in sports such as football. We believe that this refusal is explained by designs that convey EPS Tunisian teachers about the practice of football. Among the population surveyed (3.74%), we find teachers who consider football as a sport of contacts and of violence, other teachers (41.17%) think that girls do not have the morpho-functional capabilities required to practise football.

When it comes to choose between several collective sporting disciplines to teach it to a mixed class, most of the teachers of EPS (55.61%) prefer a cycle of handball, (33.68%) prefer a round of basketball, while only (09,62%) choose a cycle

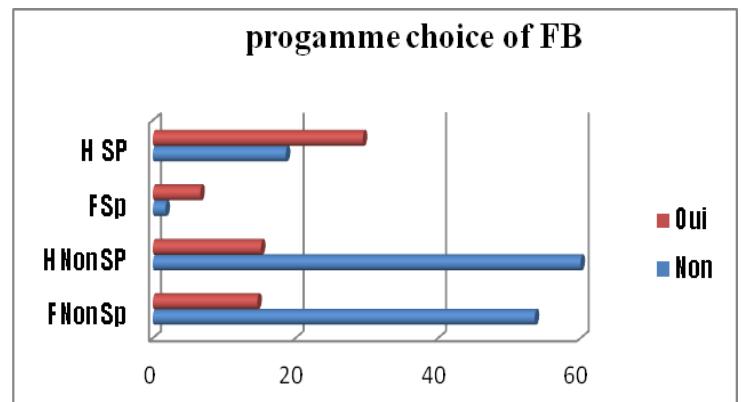
of football, and only 02 teachers (01.06%) provide priority a cycle of rugby. In fact, this attitude reflects the nature of the designs that convey teachers of EPS in the region of Kef on the practice and teaching of football. Indeed, the majority of these teachers avoid explicitly setting the discipline of football for mixed classes. In fact, these teachers consider that the presence of girls and boys in common areas of game will have a negative effect on their quality of intervention with students. Then, there are (70, 05%) of the population surveyed think that the terms of regulations will be more effective with single-sex classes and especially with only boys. This observation leads us to realize the structure groups during teaching certain collective activities that have logic of cooperation and opposition in the school setting.

The teacher as a person, analyzes, manages, organizes and gives meaning to the information provided to learners, girls and boys. The contents of education in football have not escaped this process which leads to an individual appropriation. Indeed, the teacher must multiply his/her efforts at the level of the dialogue and the level of the choice and the implementation of learning situations.

In no case, the space and materials were considered as major causes that prevent teachers of EPS in Kef region from programming and teaching the discipline of football in scholar facilities. From this perspective, most of the surveyed teachers say they do not consider the teaching of the discipline of football as simple personal beliefs.

#### 4.2. Statistical study designs that convey the teachers by gender and specialty

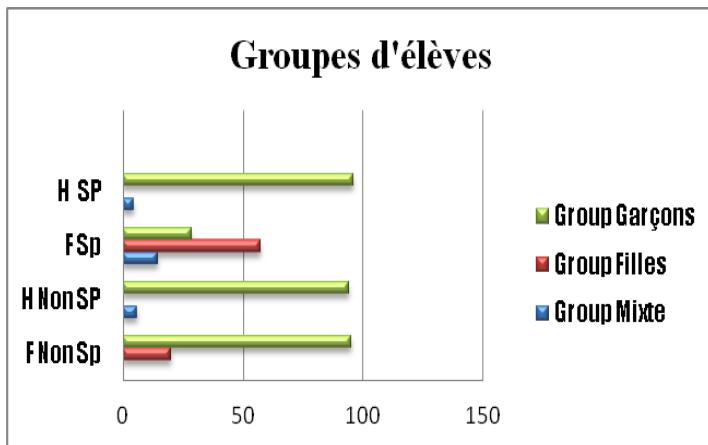
The results of our research indicate a variation of responses according to the kind and the specialty of the teacher. Indeed, teachers of EPS in Kef region avoid implicitly or explicitly the programming of a cycle of football at the school. Then there are the majority of specialist and non-specialist teachers, never contemplated to program a cycle of football. Same beliefs adopted by non-specialist teachers (83.33%) of our population, declare that they will not ever think to program a cycle of football at the school. While only (17.02%) specialists teachers have programmed a cycle of football at the school.



**Figure 3. The responses of teachers relating to programming of a cycle of football**

Our intention is to measure to what extent the choice of a round of football programming is influenced by designs that convey teachers in connection to the participation of girls in the

practice of a sport with a masculine connotation such as football. We note a variation of responses between specialist teachers (men and women) and non-specialists. The comparison shows that those who prefer to program a cycle of football at the school are specialists with 6.66 percent for women compared with 1.78% and 29.46 percent for specialists 18.66% men. While non-specialist teachers voluntarily avoided the programming of this discipline in schools with a percentage for (53, 57%) for non-specialist female and (59, 99%) for non-specialist males. Secondly, when it comes to choose the group of students to teach, the choice of our population study is focused on trained groups consisting only of boys with (94,34%) among non-specialist teachers in football and a percentage of (95, 74%) of specialist teachers. Same designs for non-specialist women in football where there are (80%) of the population prefer to teach groups of boys. However, specialist teachers especially women with (57, 14%) adopt a different attitude by focusing on the teaching of groups of girls. This explains the importance granted for the formation of groups of students when it comes to teach sports with male connotation in the school setting. In Tunisia classes are mixed, so EPS teachers explicitly avoid the programming of the discipline of football at the school.

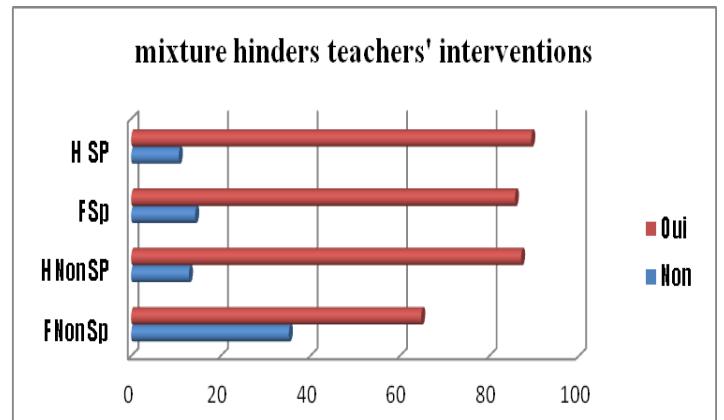


**Figure 4. The responses of teachers relating to the choice of groups**

Comparison of choices of the groups shows that the Group of boys dominates all other choices. This may be explained by the social representations of teachers who send away girls from some sport activities including football because it is regarded as a male activity. The following percentages show that (67, 60%) of non-specialist teachers prefer that girls engage in activities other than football. It the same conception for specialist and non-specialist teachers with (80, 88%) for the first and 80.64% for the second. In due course, the real supporters of participation of girls in the practice of football are specialist teachers with a percentage of (98, 97%).

In the classroom students are considered somehow 'asexual learners'. Yet in Tunisia, the issue of diversity has never been the subject of a specific didactic or pedagogical reflection. Indeed, the space of the classes which is the center of interactions between teachers and students are deeply marked by social representations of masculine and feminine. This description of mixed classes, as goaded by the research, leads to clearer conclusions regarding equality/inequality. Thus, learners (girls or

boys) receive in the same educational space, a large amount of information on behaviors considered to be socially appropriate to their sex. They are guided through expectations of interveners as well as educational interactions. In this perspective, teachers believe that teaching male activities such as football for mixed classes makes their job intervention more difficult. (With a percentage of 64.78% of female non-specialists and 85, 71% of female specialists and 87.09% among non-specialist males and 89.36% for specialist teachers).



**Figure 5. The responses of teachers relating to the mixture**

## V. DISCUSSION

The majority of EPS in Kef region teachers being consulted consider football as a sport with a male connotation, for this reason they prefer to teach this discipline only for boys. We can assume that the teachers' statements reflect many things about their conceptions. AMADE-Escot, C (1989) says that "contents exist only when they were built, they do not stand as inherent, inviolable or defined objects." And this activity involves always implied designs which are more often the teacher's concerns; the aims of the teaching, the analysis of APS used and programmed, as well as the representations of the person to form, and how he/she specifically learns. "The development of content, the education is a task performed by teaching through the filter of the programs. Indeed, in the region of Kef EPS teachers, that we have asked, explicitly avoid teaching the discipline of football in school.

In fact, interviewees justify their choice of objectives and contents to teach and their appeal to unisex groups by the fact that the discipline of football is sexually connotated and more suitable for boys than for girls. They consider that football enhances male knowledge whereas girls deserve something else. These teachers feel a certain comfort even they mix groups, they point the difficulty in this discipline to manage and confront a heterogeneity of culture, representations of social as well as physical resources among their students. These teachers describe their difficulties to teach this discipline, they generally try to respond by separating groups (girls and boys). In fact, those surveyed fear that girls suffer from the mixture in this discipline even if they do not express everything openly. Indeed, the heterogeneity of the learners in this discipline does not stop in the mixture, but it takes other dimensions social, physical, motivational... To face this, surveyed teachers say most often we

resort to groups composed solely of boys or girls with the proposal of a teaching-learning content that differs from one group to the other.

In fact, it must be asked if this separation of groups and content to teach does not replicate performance differences rather than a simple matter of learning and mastery of any skill. Thus, behind this separation, a hierarchy can be established which will have an impact on physical performance. Forms of work mostly used and announced by teachers of EPS in the region of Kef who were part of our population seem to favor the involvement of boys in football activity. These, say that they arrange the space, they select and propose content in favor of boy learners. In reality, these teachers do not treat girls and boys in the same way when it comes to encourage them, teach them techniques and provide them with opportunities to practise football. Girls receive less instruction or non-optimized quality instructions. They solicit them less and given fewer opportunities to exercise and develop their motor skills. Boys learn an effective technique. For girls, they learn ineffective techniques, insofar as teachers focus on objectives and inappropriate content and a pedagogy that does not sufficiently take into account their specific resources and their reasons to act.

It should be noted that the proposed contents refer to the different more often implicit designs given to teachers of EPS with regard to how their students learn the discipline of football. Therefore, the success or the failure of the latter of learning is interpreted in different ways. Didactic analysis from the interventions of teachers and teaching content lead us to say with certainty that teachers of our EPS study make choices of content and education interventions geared towards a male motor promoting the engagement of boys.

## VI. CONCLUSION

At the end of this research, we find that the choice and the terms of collective sport practices in schools in Kef region do not favor the teaching of sport disciplines with male connotation. Teachers of EPS in Kef region explicitly avoid the teaching of football and especially for mixed classes. While those who have taught this discipline, promote separation between the two sexes and frequently opt to organize unisex groups. Teachers of EPS in Kef region, marked by a men's football culture, show strong negative prejudices towards female learners. Indeed, they have doubts about their resources and plan on them mediocre achievements. They also organize their teachings from the goals and implementations that prioritize and distinguish the girls from the boys. We consider that taking account of conceptions of EPS teachers on the teaching of football could be considered as a point of junction of the pedagogical and sociological intervention approaches. Moreover, it is in the context of interventions that these conceptions are forged in terms of educational strategies and implemented educational perspectives.

Intervention and the content taught in football have been addressed from the perspective of educational interactions. Organized and expressed in terms of reporting: relationship to space, relation to time, report to the interventions and evaluation report. Beyond an arbitrary selection of certain procedures or certain conduct, the analysis shows that teachers of EPS in the Kef region order , organize and formalize some knowledge to

make them accessible to learners. This process of didactic transposition relies on a partial analysis of the lines of girls and boys which actually privilege boys. Indeed, teachers of EPS in Kef region believe that knowledge in football is still in favor of boys and is not assimilated by the girls. For this reason, they extract, eliminate or instead they insist on certain simple and easy technical elements to master for the sake of the educational and optimal value of girls. In fact, in schools, school teachers are convinced of the limits of the physical and technical resources of the girls and they are convinced of their low skills in the discipline of football. For this reason the choice of teaching-learning situations remains strongly marked by strong negative prejudices towards the skills of girls. Similarly, in apprenticeships, emphasis is always related to the acquisition of simple and easy technical elements in an analytical way for girls while the complex situations with dominant opposition and cooperation reign for boys.

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