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EFFECT OF A SPORT EDUCATION SEASON ON SOME PSYCHOLOGICAL VARIABLES OF JUNIOR HIGH PERFORMANCE SWIMMERS

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INTRODUCTION

The practical applications and the results of the Sport Education in the school context are present in numerous investigations (Hastie, Martínez de Ojeda, & Calderón, 2011). However, it is not known his effect about the extra-school context. Therefore in this study the Sport Education was applied in the sporting context of performance swimmers to know the effect about the perceived autonomy, the sport commitment, and the enjoyment and perceived competence

METHOD

A pilot study with quasi-experimental design was performed in youth swimmers ($n = 24$). The intervention program based on the Sport Education (Siedentop, 1994), consisted of 16 training sessions. The aim of this study was to know the effect of the Sport Education about the psychologist variables of study: Perceived Autonomy Support (Conde, et al., 2010), Sport Commitment (Belando, Ferriz-Morel, & Moreno-Murcia, 2012), and Enjoyment and

Perceived Competence (Arias, Alonso & Yuste, 2013).

RESULTS AND DISCUSSION

The results indicated statistically significant improvements. Furthermore it is found that highly positive correlation exists between the perception of support and the degree of autonomy of enjoyment and perceived competence ($p = .004$); and the latter in turn had correlation significantly with the level of sports involvement ($p = .000$). Such behaviour was further reinforced when designing a structural equation model in which it was hypothesized that perceived autonomy support positively predicts the degree of enjoyment and perceived competence, and thus the sport commitment of young swimmers (Figure 1).

The results of this model fit indices reflected within an acceptable range (Ruiz, Pardo, y San Martín, 2010): $X^2(21, N = 24) = 101.12$; $p = .820$; $X^2/d.f. = 3.64$; CFI=1.00; IFI = 1.03;



TLI = 1.08; RMSEA = .00; SRMR = .08. In addition, interviews with swimmers and daily coach by NVivo10 software were analysed. Thus, the main indicators on the perception of swimmers (responsibility, technical learning and participation) and coach (teamwork, communication and enthusiasm). The results showed the good performance of the psychological variables of study, after application of the Sport Education in the federal context (swimming); being consistent with the results previously found in the school context.

CONCLUSIONS

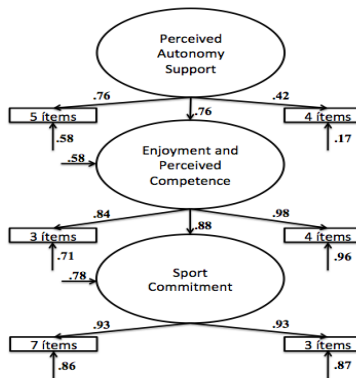
It was concluded that the intervention program based on Sport Education has a positive impact on improvement of some psychological variables in performance swimmers. Therefore, the methodological interventions of this type are presented as an alternative to models traditional teaching that are often used in the federal level and in sports cyclical and swimming.

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Figure 1. Structural Equation Model.





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