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“Sports participation patterns of pupils in Azerbaijan: on the willingness to participate
in an extra-curricular sport event”

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ABSTRACT

This study focuses on the sports participation patterns of pupils in Azerbaijan and their willingness to participate in extra-curricular sport events. To have established on the literature review of this research, it has come upon after searching that determinants of sports participation at schools can be categorized into variations associated with age, gender, and social class. On the other hand, based on the literature review, it also finds out that the quality of sports facilities and extracurricular programs affect students' motivation for their willingness to sport participation at school. In this research, both quantitative and qualitative methods were used, which is called mixed-method design.

PROBLEM DEFINITION

Sport and physical education represent important components of Azerbaijani national life, from school and community participation, to elite, international level sport. This unique and comprehensive collection brings together material from leading Azerbaijani scholars to examine the role of sport and Physical Education in Azerbaijan from a range of historical and contemporary perspectives.

While the second half of the last century witnessed a significant increase in sports participation in Europe (Gratton & Taylor, 2000), some European countries such as Italy and the Netherlands (De Bosscher et al., 2005) have recently experienced a decline in sports participation. Moreover, the participation levels in other countries like Austria, Finland, Portugal (De Bosscher et al., 2005), England and Spain (Garcia & Llopis, 2011) have remained stagnant. This development made the increase of sports participation and physical activity at all levels of the population a common government policy target in several countries around the world.

Similarly, with the aim of stimulating sports, countrywide promotion programs of physical culture and sports had been developed in Azerbaijani over time. In particular, the government has set specific tasks for all organizations operating in this area, in order to improve training conditions of elite athletes. These efforts have improved performances and achievements in a variety of sports over time. Beyond high performance sports, also participation in leisure sports has generally increased over time. This rise in participation is related to factors such as increasing concerns over health issues, the growth of a service economy and the decline in manual labour both inside and outside the work process. Moreover, it is probably related to a growth in free time and the development of an urban, middle class lifestyle which favors sports and an active lifestyle as an important source of identity.

Despite this generally positive development, sports participation of children and adolescents is still an issue in Azerbaijan. Not all schools have appropriate facilities for

offering sports programs and fostering physical activities. Moreover, while some schools can provide enough facilities like stadiums, sport halls and equipment, most of them do not have experienced coaches in order to train the pupils at school. Since there are neither sport clubs nor any special programs fostered by the government in order to improve extracurricular activities, schools and private organizations have to take care of this issue themselves.

This thesis will focus on sports participation patterns of pupils in Azerbaijan and intends to answer the following questions:

1. What is the situation of school sports in Azerbaijan (overview about schools and their different physical education and extra-curricular activity programs)?
2. Is it possible to stimulate sports participation inside and outside school with a tailored voluntary sport event and who is willing to participate in such an event?

INTRODUCTION

Extracurricular activities are activities in which students participate that are not a part of the basic school curriculum (Massoni, 2011). Sports are only one of the various forms in which extracurricular activities can exist. Massoni (2011) asserts that Extracurricular activity has many positive effects on education, particularly on students' behavior and grades as well as on the probability of completing school and acquiring the skills to become successful adults. Extracurricular activities also bring social benefits and promote a positive bond between students and their school. 63 Molinuevo et al. (2010) showed that weekly participation in extracurricular activity is related to a better emotional and behavioural adjustment as well as increased social competence. Sports activities promote discipline in drills, practices, and routines as students learn to show responsibility in performing tasks correctly, and gaining leadership, teamwork, organization, time management, and problem-solving skills (Massoni, 2011). It is between the ages of nine and seventeen that children start making their own decisions and control their behaviour (Massoni, 2011). Sallis (2000) identified that there tends to be a higher prevalence for abandoning physical activity between the ages of 11 and 18, and it is at these ages that participation in extracurricular activity is crucial when students are under supervision and guidance (Massoni, 2011), and are able through sports extracurricular activities to increase their physical activity levels. It is of utmost importance that children and teenagers are provided with sports extracurricular activities as these bring a diversity of benefits regarding their health. Gracia-Marco et al. (2012) have shown that participation in sports activities is important in the development of healthy bones, and Ara et al. (2006) note that physical activity prevents the accumulation of total and local fat mass. It is also widely known that participation in physical activity plays an important role in the prevention of obesity and chronic diseases such as diabetes and cardiovascular diseases. A reduced occurrence of depressive feelings and anxiety is also supported by physical activity, which represents a fundamental resource in the promotion of

psychological well-being (Strohle, 2009). As well as the social and health benefits that extracurricular activities provide, a higher level of academic achievement also seems to be related to participation. According to the Centers for Disease Control and Prevention (2010), extracurricular physical activity and interscholastic school sports have either a positive or at worst, a neutral relation with academic achievement. As such, participation in extracurricular activities, particularly in the realm of sports, appears to bring a multitude of benefits to children, and therefore should be promoted and maximized in schools throughout Europe and worldwide.

Background

The main purpose of sports is to create conditions and opportunities for all segments of the population, regardless of their physical, mental and material capabilities, especially for schoolchildren to realize their knowledge and skills, thereby achieving comprehensive development in areas that will positively affect their lives, including education and health. There is a special care for sports in our country. Over the past 10 years, many sports complexes, facilities, halls have been built, playgrounds have been built, and large sports and health centers have been established for the development of sports. In addition, sports infrastructure has begun to develop in schools. However, in addition to infrastructure, it is very important to hold special sports classes and develop extracurricular activities to increase participation in sports in schools. In order to increase participation in sports in schools and educational centers, it is necessary to find out what kind of sport students are interested in and their talent, and to direct them in this direction.

There is developing proof that interest in school network-based sorted out exercises, for example, sports, school clubs, and youth improvement programs are identified with markers of the positive turn of events, including more prominent scholarly accomplishment, instructive achievement, word related status, confidence, socio-enthusiastic alteration, versatility, and contribution in political and volunteer exercises

(Bohnert, Fredricks, and Randall, 2010; Mahoney, Vandell, Simpkins, and Zarrett, 2009). Another exploration recommends that taking an interest in sorted out exercises is a defensive factor that lessens young people's association in issue practices, for example, wrongdoing and substance use (Mahoney and Cairns, 1997; Youniss, Yates, and Su, 1997), however, sports support has been demonstrated to be identified with higher medication and liquor use (Eccles and Barber, 1999).

Numerous young based network associations unequivocally incorporate improving social abilities, for example, collaboration, initiative, and social capabilities, as a focal objective of their association (Catalano, Berglund, Ryan, Lonczak, and Hawkins, 1999). In an audit of 48 compelling youth programs, 81% of projects incorporate upgrading social aptitudes as a significant program objective (Roth and Brooks-Gunn, 2003). Another significant objective of numerous network-based associations is to give youth more prominent dynamic and authority openings. These associations have been portrayed as "youth-driven" programs since they underscore dynamic contribution, youth strengthening, and initiative (Larson, Walker, and Pearce, 2005).

Organised exercises, for example, sports and school clubs, are organised in a way that bears more noteworthy open doors for peer communications and creating fellowships than conventional study hall settings. Truth be told, a few components, for example, size, school advances, and instructor coordinated instructional methods, can really obstruct the improvement of friend relations in study hall and school-based settings. Sorted out exercises will in general be littler and less organized than study hall-based settings, which give youth more chances to interface socially. In both school and network based sorted out movement settings, companions of various ages and races can combine in settings of relative balance around a typical action. These basic components can assist with cultivating kinships across assorted gatherings (Moody, 2001). Conversely, age-reviewing and following oblige the improvement of differing and cross-age companionships in school. Moreover, in certain sorts of composed movement settings,

youngsters' social relations are frequently coordinated toward taking care of a difficult issue.

A couple of studies have looked at peer forms in sorted out of school action settings and in schools. For instance, Larson, Hansen, and Moneta (2006) contrasted the formative encounters managed with youth in extracurricular and network-based associations and in schools. They found that adolescent announced higher paces of companion forms identified with collaboration and social abilities just as progressively positive connections in sorted out action settings when contrasted with schools. Another exploration has investigated young people's impression of the open doors for peer communication in schools and in network-based associations (Fredricks, Hackett, and Bregman, 2010; Loder and Hirsch, 2003). Youth who went to Boys and Girls Clubs detailed that these settings gave them a sheltered spot where they could collaborate with their friends and communicate. Interestingly, they felt that open doors for collaboration in school settings were progressively constrained. They additionally detailed being confined from communicating uninhibitedly in school settings.

Sport in Azerbaijan

When talking about the first kinds of sport, the thing that comes to mind is different physical activities carried out by people. They may include the sport types such as shooting an arrow, spear throw, running, wrestling, jumping, weightlifting or etc. All the nations had such kind of sports in their history.

Azerbaijan is a country of rich culture and ancient history. The country has been a home to ancient people from the late Stone Age. The presence of mankind can be proved by lots of drawings and rock carvings on the Gobustan monument. When mankind began to develop, recreational activities got practiced, which in turn led to the emergence of traditional sports in Azerbaijan. One of these sports is freestyle wrestling which can be considered as the national sport of the country.

The written monuments and stories attest to the popularity of these games. There had been different types of combat competitions besides wrestling according to Kitabi-Dede Gorgut. The special places where wrestling competitions take place were called 'zorkhana'. Over the time, sport has seen a growth and development at professional level. In the beginning of the 20th century, Sali Suleiman and Rashid Yusifov were the Azerbaijani athletes well known for their great skills at wrestling competitions who participated in the largest cities of the world such as Washington, Paris, Chicago, London, and Rome. Sali Suleiman whose legends were spread everywhere was called the 'lion of Dagestan', 'Favorite of the East'.

Besides wrestling, football and chess have gained popularity in recent years. The most loved sport in the country is football and the national governing body responsible for football is the Association of Football Federations of Azerbaijan (AFFA) which has over 9,000 registered players. The country enjoyed "The Golden Age" of football in the 60's where Alakbar Mammadov and Anatoliy Banishevskiy were produced.

The propagation of Olympic ideals and Olympism dates to 1925. At that time, the first competition under the name of Olympic Games took place in Baku where the different types of athletics were included in the program. To put in a nutshell, the history of the Olympic Movement of a nation can be divided into three periods:

1. The period of participation of Azerbaijani sportsmen as a part of the Soviet Union (USSR) team at the Olympic Games (1952-1988),
2. The period of participation of athletes as a part of the team of Commonwealth of Independent States (CIS) (1988-1992);
3. The period of participation as an independent state in the International Olympic Movement (IOM) (from 1996).

During the first period, Azerbaijani athletes participated at 9 Olympic Games with 46 representatives. Of them, 10 brought gold medals to the country whereas silver and bronze medals summed up to 11 and 7 respectively. The first success of a nation is

associated with a free-style wrestler R. Mammadbayov who won a silver medal at 1952 Helsinki Games.

The country was represented by 5 athletes at Barcelona 1992 Olympics as part of CIS team where increased its account with two more Olympic medals.

In 1993, the International Olympic Committee recognized the National Olympic Committee (NOC) of the Azerbaijan Republic.

Finally, Azerbaijan's debut as an independent state happened in 1996. In the Atlanta Games, the country took part under its tricolor banner for the first time and achieved one silver medal in wrestling discipline. Since then the country continued sending athletes to compete in every Olympic game. In the following summer Olympics, the NOC of the Azerbaijan Republic enjoyed its first gold medals that were won by shooter Zemfira Meftahatdinova and wrestler Namik Abdullayev.

Azerbaijani sportsmen have honored the motherland with their participation and medal winning since 1996. Their performance has been impressive so far. The country has a balance of 43 medals in total won by its athletes at the Summer Olympic Games. By looking at the chart shown in Figure 1, it can be easily assumed what kind of sports are popular in the country and succeed at elite levels.

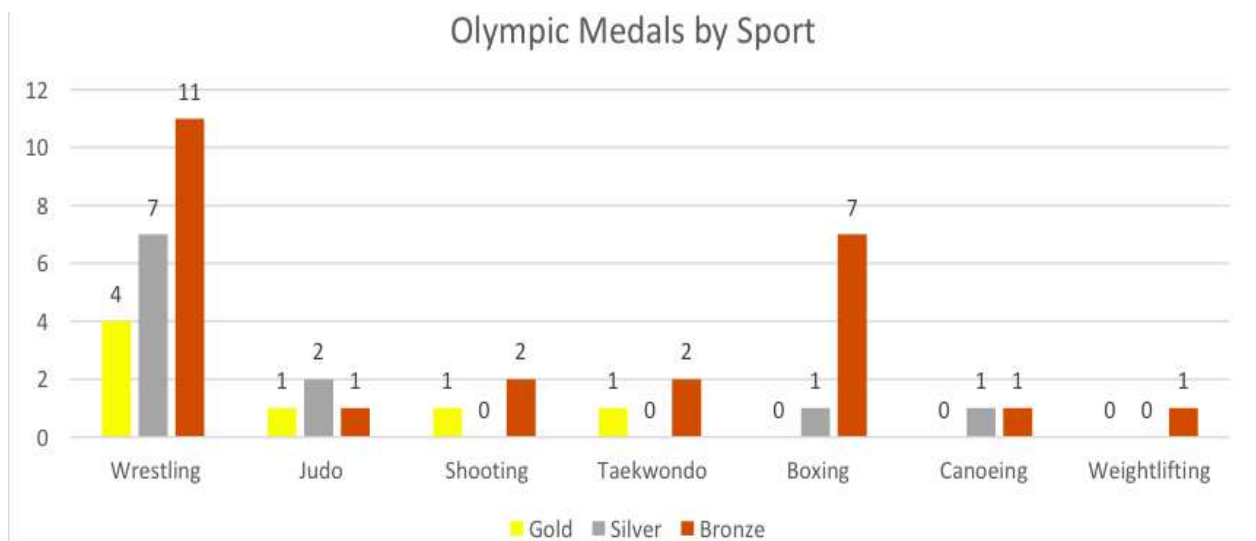


Figure 1. Medals won by Azerbaijani team per sport Source: olympic.org

Even though Azerbaijan is a quite young country, with regard to the latest Summer Olympics Games in Rio 2016, the nation was named ‘most efficient’ as it won 0.3 medals per athlete despite the small team (“Eurolympics”, 2017). In that year, the country became one of only two nations (along with Great Britain) that managed to raise the number of medals won in five consecutive Games (Beresford, 2016). The below table depicts the number of Azerbaijani sportsmen participating in the games, total number of medals and the medal won per athlete from Atlanta Games till Rio de Janeiro 2016.

Summer Games	Athletes	Total	Medal per athlete
1996 Atlanta	23	1	0.04
2000 Sydney	31	3	0.10
2004 Athens	36	5	0.14
2008 Beijing	44	6	0.14
2012 London	53	10	0.19
2016 Rio de Janeiro	56	18	0.32
Total	243	43	0.18

Starting from the 1998 winter games which was held in Nagano, Japan, Azerbaijan was represented in every Winter Games. Till now, despite the attendance of 17 athletes in total, a nation did not have any medal from the Winter Olympic Games since its independence.

Medal outcomes of a nation starting from 1992 can be summarized in the graph illustrated in Figure 2. The statistics demonstrate that Azerbaijan has increased and continues to keep its medal winning success in overall sport. The green line shows the overall achieved medals from different competitions in a certain year. Moreover, other than the total amount, gold, silver and bronze medals are shown separately.

The total medal counts won by Azerbaijani athletes in the below graph have been retrieved from the Ministry of Youth and Sport official website and cover the period from 1992 till 2015. In following years including 2016 and 2017, the number of medals reached 837 and 851 accordingly. Of them, gold medals accounted for 35% of total in 2016 whereas this indicator was equal to 41% in 2017.

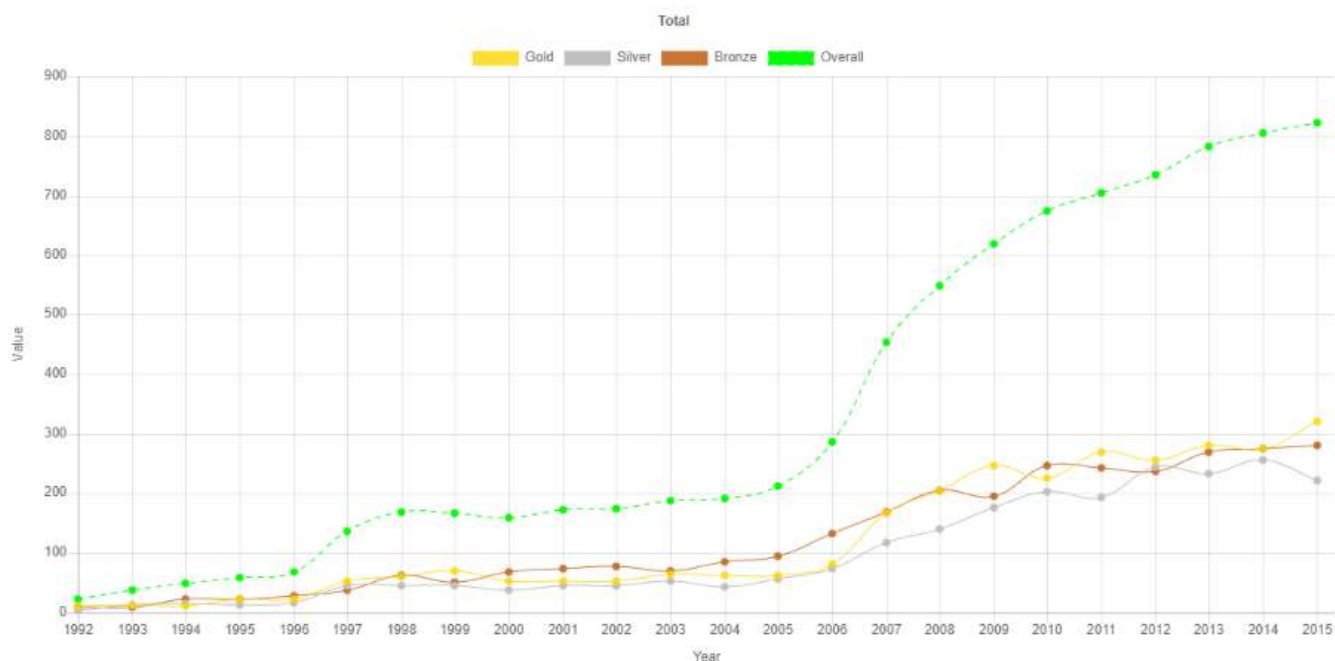


Figure 2. Total medals won by Azerbaijani athletes (1992-2015). *Source: mys.gov.az*

CHAPTER I

THEORETICAL BACKGROUND

1.1. Definitions

Before moving forward, it would be noteworthy to mention some definitions in other words key terminology that will be used in this study. Their explanation is expected to avoid misunderstandings while making international comparisons.

Sport Participation – Sports participation mediations draw in understudies in sports as a way to expanding instructive commitment and achievement. This may be through sorted out after school exercises or a program composed by a neighbourhood brandishing club or affiliation. Here and there brandishing movement is utilized as a way to urge youngsters to take part in extra learning exercises, for example, football preparing at a neighbourhood football club joined with study abilities, ICT, proficiency, or science exercises.

Extracurricular activities – An extracurricular activity (ECA) is an action, performed by understudies, that falls outside the domain of the typical educational program of school, school or college instruction. Such exercises are commonly deliberate (rather than required), social, altruistic, and frequently include others of a similar age. Understudies and staff direct these exercises under personnel sponsorship, despite the fact that understudy drove activities, for example, free papers, are normal. In any case, once in a while the school principals and instructors likewise get these exercises in the school among the understudies.

Extracurricular management system (EMS) – is an administration data framework for instruction foundations to oversee extracurricular information and procedures. The essential capacity of an EMS is to deal with authoritative assignments related with the activity of an extracurricular program so staff can concentrate on conveying incredible extracurricular exercises and results for understudies. Computerising the fundamental

organization undertakings related with extracurricular administration sets aside instructive foundations cash and time, while likewise improving control and perceivability. Extracurricular exercises structure a significant piece of the understudy understanding, so overseeing them precisely and proficiently is of foremost significance in accomplishing positive results for understudies.

- Managing the extracurricular schedule;
- Reporting on understudy results in extracurricular exercises;
- Managing extracurricular staff;
- Collecting, detailing and imagining extracurricular information progressively;
- Facilitating two-path coordination with the Student Information System;
- Being profoundly available by means of cell phones;
- Communicating customized extracurricular data to understudies and guardians.

An EMS isn't answerable for scholarly or study hall forms, including understudy class schedules.

School Sports – allude to athletic projects with regards to the school setting. They allude frequently to between school rivalry at the centre/middle school and secondary school levels in the United States. Interschool projects at the rudimentary level fluctuate among networks. School sports likewise incorporate intramural rivalry, yet such projects are exceptionally uncommon. In the mid-1990s, intramural games included uniquely around 450,000 centre, junior, and senior secondary school understudies, or 3 per cent of the secondary school-matured populace. A games school is a sort of instructive organization for youngsters that began in the Soviet Union. Sports schools were the premise of the ground-breaking arrangement of physical culture and sports instruction in the USSR and the Eastern Bloc, especially East Germany. The primary highlights of this framework stay in the arrangement of sports training in Russia and other post-Soviet states

and furthermore turned into the premise of comparable frameworks in different nations, one of the most impressive ones right now being that of the People's Republic of China. Numerous amazing competitors, for example, Nikolai Andrianov, Nellie Kim, Alexander Popov, Viktor Krovopuskov, Vladislav Tretiak, Valeri Kharlamov, Anatoly Alyabyev and Sergey Bubka began their way to Olympic accomplishment from Soviet games schools.

Physical Education – Physical Education is "instruction through the physical". It intends to build up understudies' physical skill and information on development and wellbeing, and their capacity to utilize these to act in a wide scope of exercises related with the advancement of a functioning and solid way of life. It likewise builds up understudies' certainty and conventional abilities, particularly those of cooperation, correspondence, inventiveness, basic reasoning and tasteful appreciation. These, along with the supporting of positive qualities and perspectives in PE, give a decent establishment to understudies' deep-rooted and life-wide learning.

Youth Sports – or youth games is any game where competitors are more youthful than grown-up age, regardless of whether kids or young people. Youth sports incorporate school sports at the essential and optional level, just as sports, played outside the instruction framework, regardless of whether casually or sorted out.

National Olympic Committee – is a national constituent of the overall Olympic development. Subject to the controls of the International Olympic Committee, NOCs are answerable for sorting out their kin's cooperation in the Olympic Games. They may designate urban communities inside their individual regions as a possibility for future Olympic Games. NOCs likewise advance the improvement of competitors and preparing of mentors and authorities at a national level inside their geologies.

The Youth Olympic Games (YOG) – are a tip-top game for youngsters from everywhere throughout the world. Yet, an occasion unmistakable from other youth sports rivalries, as they additionally incorporate a progression of instructive exercises with three territories of centre: ensuring the competitors, chipping away at execution, and helping the competitors outside the game. The games program is chiefly founded on that of the

Olympic Games. What's more, it incorporates energizing new games, trains and configurations, for example, breaking, sport climbing, 3-x-3 ball, 3-x-3 ice hockey and blended sex and blended National Olympic Committee (NOC) occasions. Away from the field of play, the instruction program utilizes an assortment of fun and intelligent exercises, workshops and group building activities to offer the partaking competitors the chance to find out about the Olympic qualities, investigate different societies, build up the abilities to turn out to be genuine envoys of their game and improve their preparation strategies and execution.

1.2. Sport participation at European schools

Childhood and adolescence are a time of quick development and improvement. Both are impacted by nourishment and physical action, which consequently assume an especially significant job during this period of life. It is significant that youngsters have a comprehension of nourishment corresponding to physical action, great wellbeing and improved personal satisfaction, and that great propensity is implanted. This is especially basic considering the patterns in youth weight across Europe.

In France, Physical Education (PE) is mandatory from the principal year of grade school to the last year of auxiliary school. In elementary schools, an obligatory 3 hours out of each week is instructed, which is decreased to 2 hours of the week in auxiliary schools. Discretionary extra hours are regularly advertised. As indicated by the French educational plan, the motivation behind physical training at school is to improve students' learning execution and wellbeing and to add to even lives. It centres around the body, motility, movement and self-duty.

In Germany, 'school sport' is the term utilized for all game and exercise-related exercises in schools. Notwithstanding the required physical training, school sport incorporates deliberate exercises, school athletic rivalry occasions, cooperation in national game occasions or school journeys with sports subjects. They change the educational

programs and approaches for curricular and extracurricular game to the various kinds of schools. When all is said in done, two sorts of educational programs exist for school sport in German schools: the alleged games situated educational programs and the development arranged educational programs. The names of the educational plans represent themselves: the primary set spotlights on the instructing of different game methods and abilities, for example, swimming, ball or football; the subsequent set spotlights on interdisciplinary showing substance, for example, wellbeing and wellness.

Physical movement in Spanish schools is classified into two primary zones: inside school hours and extracurricular games outside of school hours (Fundación Alimentum 2011). During school hours, the action is taken through PE, which is remembered for the school educational plan. There are likewise open doors for understudies to intentionally take part in physical activity during their recreational period every morning (30 minutes), or for the individuals who have evening classes, throughout the break after lunch (an hour). Understudies can pick the kind of action they need to invest their free energy in (Fundación Alimentum 2011).

In England, in both essential (5–11 years) and optional schools (11–16 years), PE ought to be instructed as an obligatory piece of the educational program. The educational program underlines the need to guarantee that, notwithstanding creating significant physical action abilities, kids comprehend the association between wellness and wellbeing.

The Scottish Government anticipates that schools should keep on progressing in the direction of the arrangement of at any rate 2 hours of good quality physical training for each youngster, consistently. Physical instruction (wellbeing and prosperity) expects to assemble physical capabilities, improve parts of wellness, and create individual and relational aptitudes and properties. The Scottish government additionally expects that physical movement and game should happen notwithstanding arranged PE meetings.

1.3. Sport participation at American schools

In the United States, the objective of physical training is to "grow genuinely proficient people who have the information, aptitudes and certainty to appreciate a lifetime of restorative physical action. The 2012 Shape Of The Nation Report by the National Association for Sport and Physical Education and the American Heart Association found that while about 75 per cent of states require physical training in basic through secondary school, over the portion of states grant understudies to substitute different exercises for their necessary physical training credit, or in any case neglect to order a particular measure of instructional time.

Right now, as per the United States President's Council on Fitness, Sports and Nutrition, 95% of secondary schools and 84% of centre schools require physical instruction. Be that as it may, just 69% of grade schools do as such. 38 of 50 states presently require or urge locale and schools to adhere to physical instruction norms dependent on the National Standards for Physical Education.

The current standards of U.S. physical education involve:

1. Competency in engine aptitudes and development designs
2. Understanding of development ideas
3. Participates routinely in physical movement
4. Achieves and keeps up health-related wellness
5. Responsible conduct in physical movement settings
6. Values physical movement

The achievement key factor of any physical instruction program is guaranteeing that satisfactory time is committed to physical training. Current suggestions are in any event 150 minutes/week for grade school and 225 minutes/week for centre school and secondary school.

In Canada, the legislature has expressed in the evaluation of one educational program that understudies must take part in physical movement day by day five times

each week. The instructor is additionally answerable for arranging Daily Physical Activity (DPA), which is thirty minutes of gentle to direct physical action a day, excluding educational program physical training classes. The educational program requires understudies in grade one to be proficient about solid living. For instance, they should have the option to depict advantages of normal exercise, distinguish sound decisions that expect them to be all the more truly dynamic, and portray the significance of picking solid food.

CHAPTER II

LITERATURE REVIEW

2.1. Determinants of Sport participation

Sport participation has been linked to a number of positive health outcomes and might be an important component in strategies designed to reduce childhood obesity and promote lifelong active living (Moore & Werch, 2005). In addition to the immediate physical activity benefits of sport participation achieved through the scheduling of training and competition (Donnelly & Kidd, 2003), children who participate in organized sport often expend more daily energy and spend less time watching television than those who do not participate in sports (Katzmarzyk & Malina, 1998). Unlike unorganized activities (e.g., playing with friends), which are sporadic and low intensity (Sleap & Warburton, 1996), organized sport participation has been identified as an important source of regularly scheduled intensive exercise (Alfano, Klesges, Murray, Beech, & McClanahan, 2002) and might lay Sport Participation and Intramural Sports 135 the foundation for lifelong sport participation and active living (Green, Smith, & Roberts, 2005).

Over the past three decades there has been an empirically observable increase and diversification of sport participation among adults and young people, in particular (Green, 2004; Smith, Green, & Roberts, 2004). Although there are noted variations associated with age, gender, and social class, Smith and Green (2005) argued that even though children are not doing as much as some might deem desirable, they are doing far more than previous generations. To suggest a causal link between sports participation and children's health is an oversimplification of the complexity of children's lives (Green, 2004; Smith et al., 2004) and fails to acknowledge that multiple factors may interact to drive children into and away from sports. Furthermore, as children move from childhood into adolescence, their sport and leisure identities change. Friends become increasingly important and can facilitate or constrain decisions about sport and leisure activity

participation (Cotterell, 1996; Roberts, 1999). During this period of transition, young people tend to assert their independence from others by developing their own tastes and activity choices that may or may not be consistent with their previous leisure identity (Bynner, 2001).

Recent years have seen a large volume of published research into the socio-economic determinants of sports participation (see, for example, Breuer, Hallmann, & Wicker, 2011; Downward, 2004; Downward, 2007; Downward, Lera-López, & Rasciute, 2014; Downward & Rasciute, 2010; Downward & Rasciute, 2015; Garcia, Lera-López, & Suárez, 2011; Humphreys & Ruseski, 2015). The general findings are that males participate more than females and that younger age groups, those on higher incomes, those in higher socio-economic groups and those with higher education levels also tend to have higher participation rates. In contrast, being married and particularly the presence of children in the household, can reduce sports participation although the latter effect is dependent on the age of the children. Increased work hours can also reduce participation, what Downward and Rasciute (2010) referred to as the income-leisure trade-off.

Education has been included in many studies of sports participation as a proxy for human capital (Wicker, Breuer, & Pawlowski, 2009; Wicker et al., 2013). It is assumed that people with higher education are more aware of the positive effects that sport participation can have on their health. Highly educated individuals are also more likely to develop better sports-related consumption skills such as physical and mental abilities. Given this, it may be the case that levels of education are more positively associated with organised sports than individual sports as the physical and mental capabilities of engaging in organised sports are more demanding.

Location can also have an influence on the context in which sports participation takes place. Those located in rural, isolated areas lack access to certain types of sports infrastructure in comparison to those in suburbs or cities (Downward et al., 2014). Generally speaking, the greater the number of sporting facilities the higher the level of organized forms of sporting activity as opposed to a lack of facilities which would

encourage more informal sporting activities.

Health, and particularly having a long-term illness or disability, is another clear barrier to sports participation established in the literature (Downward & Rasciute, 2015). Increasing the opportunities for those with long-term illnesses or disabilities to engage in sports is a stated aim of many health policies. It is important, therefore, to ascertain the type of sports participation that individuals with a long-term illness or disability are more likely to engage in. Kung and Taylor (2014) examined the use of public sports facilities by the disabled in England and found that disabled sport participants were more likely to engage in casual, occasional forms of sports participation. The study is limited however by the fact that it examines sports participation in a specific environment (i.e. public sports facilities) rather than a range of sports participation contexts.

2.2. Motivation in the context of sport participation

Over late years, two critical improvements have served to give physical exercise and wearing exercises more noteworthy acknowledgement and criticalness in the open eye. To start with, there has been developing energy about the estimation of activity for advancing wellbeing and general prosperity; and second, in a period when relaxation time is on the expansion, donning exercises have come to be viewed as an important method of possessing non-study hours. These improvements have their ramifications for youngsters' game, or as Martens (1980) has composed: "Improving the quality of youth sports programs is not a panacea to the nation's problems: it will not significantly reduce crime, inflation, poverty or disease. But we do know that sports are an important part of many children's lives, helping influence their socialization into adulthood. If we can help youngsters know the joy of sports, the benefits of a physically active life, and come to know themselves as worthy human beings, we may indeed be making a significant contribution to preventive medicine". (p.385)

Making proper chances and conditions should help urge kids to take part in physical

exercise and donning exercises at an early age and to proceed for a long time from thereon. However, while the rate at which youngsters enter sport appears to develop, their ensuing drop-out, especially during youthfulness, may disappoint the drawn-out focal points which might be picked up. Exploration which has taken a gander at why youngsters drop out (cf. Roberts, 1984) have discovered that the reasons which are frequently referenced remember an overemphasis for winning in sport and having different interests (for instance, different duties at school), just as progressively indistinct yet inherent builds, in particular, need happiness and absence of intrigue.

As of now referenced, game and exercise clinicians have given significant consideration to the topic of why individuals do or don't exercise or participate in sport. The examination has would in the general spotlight on either character characteristics or the procedure of inspiration. The previous methodology has been reprimanded on a few grounds, for instance, since it did not depend on any from the earlier theories concerning connections among character and game interest, or in light of the fact that huge numbers of the character estimates utilized have no face legitimacy in the particular setting of the game (cf. Gill et al., 1988; Kremer and Scully, 1994). Harter's model is alluring on the grounds that it centres around the inspirations of youngsters of various ages and in various instructive settings and in light of the fact that it receives a multifaceted perspective on the self. Instead of focusing on only one part of the inspiration, as is valid for some models, it makes an unequivocal qualification between subjective, social and physical areas, a differentiation which thusly has been observationally approved. In spite of the fact that the physical area has been somewhat underplayed in Harter's own exact examination, this categorisation of thought processes has been gotten with excitement by those keen on sport and physical instruction (Feltz and Petlichkoff, 1983; Gould, 1984; Gilbert and van Wersch, 1989). Harter's unique model was proposed to refine and expand White's (1959) idea of 'ability'. White saw 'fitness' as the most significant determinant of human inspiration. In all accomplishment situated settings, inspiration actuates a person to take part in acing the significant errand. White expected that this need to practice dominance

over the earth was characteristic; its satisfaction would create intrinsic joy. Harter took these thoughts further by, operationalizing the ideas as far as a lot of estimating instruments, clarifying the space particularity of fitness, and making a differentiation among characteristic and extraneous inspiration. The outward inspiration lays on such compensations as winning the endorsement of others or acquiring great grades at school, though, set forth plainly, inborn inspiration is tied in with feeling better or feeling skilful about execution. 'Capability' and related ideas have been utilized in various examination investigations of youngsters' donning exercises. For instance, it has been discovered that apparent physical capability is the best indicator of young men's fulfilment with their presentation in games (Kimić, Allison and Duda, 1986).

A few different examinations have indicated the constructive impact of cooperation in sport on fearlessness and confidence (for instance, Gould, Weiss and Weinberg, 1981; Roberts, 1984; Underwood, 1987) and research has likewise discovered that sports members see themselves as more genuinely equipped than either non-members or drop-outs (for instance, Burton and Martens, 1986), and youngsters even drop out of the game when their self-saw physical capacity is compromised. As far as individual contrasts, sex assumes a noteworthy job; young men's impression of their physical ability appears to be for the most part to be higher than that of young ladies—for pre-youthful and immature youngsters just as understudies (see Fox, Corbin and Coudry, 1985; Granleese, Turner and Trew, 1989; Cairns, 1990). The differentiation among characteristic and outward inspiration is unmistakably critical regarding physical movement and interest, and the juxta positioning of the two arrangements of thought processes frames the premise of the proportions of fitness operationalized in the SCNI overview. Experimentally, extraneous inspiration has been found to get from the expectation of grants or endorsement (winning, prizes), shirking of dissatisfaction and improving one's donning abilities so as to satisfy others. Conversely, inherent qualities material to wearing exercises incorporate the experience of acing brandishing aptitudes, fulfilment in the quest for the challenge, bettering oneself as opposed to beating a rival, and feeling great through improved

wellness. For the most part, it is these characters thought processes which have been demonstrated to be the more impressive indicators of future support and fulfilment (Weiss and Chaumeton, 1992).

2.3. Success of the Azerbaijani young athletes

Azerbaijan has a long history of sports, and the country's athletes take a lot of pride in their achievements in the sports arena. Prior to obtaining independence, Azerbaijani sport persons represented the U.S.S.R. in all international sporting competitions and did so with considerable success. After Azerbaijan became independent, most of these sports personalities chose to move out of the U.S.S.R. and represent their native country. Since independence, Azerbaijani men and women have participated successfully in many international sporting events. Traditionally very strong in sports, Azerbaijan made its debut in international sports when it participated in the 1996 Atlanta Olympic Games. In their very first Olympics, the country won a silver and a bronze medal in wrestling. The next time, at the 2000 Sydney Olympics, they did even better by winning two gold medals (in wrestling and women's shooting) and a bronze (in wrestling). The most popular modern sports in Azerbaijan are soccer, wrestling, shooting, judo, taekwondo, boxing, fencing, and karate. Horse riding, water polo, basketball, field hockey, handball, and archery are also popular sports with Azerbaijanis. Traditionally, Azerbaijani athletes are strongest in wrestling, although they have also experienced phenomenal success in karate. In spite of being a very strong athletic nation, the poor economic conditions and paucity of funds have threatened the development of sports in the country, and national sports like soccer have suffered. Popular traditional Azerbaijani sports include goulash (a type of wrestling held in special wrestling grounds called Yzorkhanai) and chovgan (a variety of polo). Nard (backgammon) is another popular traditional game played by most Azerbaijanis.

The capital of Azerbaijan, Baku, is home to a lot of sports clubs that are popular with people from all sections of society. There is a good selection of clubs and associations that are active in the promotion of sporting activities. Most clubs specialize in a single sport like soccer, field hockey, handball, tennis, cycling, mountaineering, or equestrian sports. There are also a number of soccer clubs that are hugely popular among Azerbaijanis. Almost all private clubs charge membership fees, and the amount can vary widely between different clubs, depending on various criteria. Some require introduction from an existing member, while others permit anyone to join.

Sport is one of the most ancient traditions in Azerbaijan and plays an important role in the lives of Azerbaijanis. The government is deeply involved in promoting sports, particularly among the youth, and today, more than 80 organizations are engaged in carrying out this task. The country has produced a number of international athletes of repute in wrestling, fencing, shooting, and boxing. Soccer is a very popular game in Azerbaijan and is followed by a majority of the population. Other popular sports watched and played by people of Azerbaijan are basketball, volleyball, wrestling, and karate. As the country has a lot of mountainous terrain, sports like skiing and climbing are also very popular. Azerbaijan's close proximity to the coastline makes it an ideal destination for water sports like rowing, boat racing, and sailing. Team sports like water polo, basketball, and field hockey are also highly popular among the people of Azerbaijan. Azerbaijan has produced a number of sports stars who have gained world recognition. Gurban Gurbanov is one of Azerbaijan's top soccer players and one of the country's leading goal scorers. He made 65 appearances for his country, scoring 12 goals. Starting his career with Dashgyn, he has represented a number of top clubs in Azerbaijan. Another former soccer player considered one of the country's best players is Anatolii Banishevsky, who represented the erstwhile Soviet Union. He was a member of the Soviet Union team that reached the semifinals of the 1966 FIFA World Cup. In 2003, he was chosen as the country's most outstanding player by the Football Federation of Azerbaijan and received the title of "Golden Player of Azerbaijan."

Women Traditionally, women in Azerbaijan were suppressed and prevented from playing an active social role in a highly male-dominated society. However, the situation steadily improved with the passage of time and these days, it is quite common to find women occupying equal positions as the men in public life. In addition, many women have taken up sports for a living, and the government has established various programs aimed at encouraging more women to take up sports. Women athletes are looked upon with pride in Azerbaijan, and they have successfully represented the country at various international meets. The women's national volleyball team has been highly successful in many tournaments and is considered one of the world's strongest teams. Inna Ryskal, who represented the USSR in volleyball, was considered one of the top three female volleyball players of the century. She and Vera Lantrotova were instrumental in the USSR team winning two Olympic gold medals and two silver medals. The women's handball team is highly renowned on the international scene, having scored many victories and bagging several medals. Two of Azerbaijan's most famous female handball players are Rafiga Shabanova and Lyudmila Shubina, who were members of the USSR handball team that won the gold at the 1976 Montreal Olympics. Larisa Savkina won a gold medal with the USSR women's handball team at the 1980 Moscow Olympics.

One of the most popular sumo wrestling stars produced by the country is Zulfiyya Hasanova, who was the world champion in 1995, World and European champion in 1996, and a silver medalist at the 1997 European championship. Zemfira Meftakhetdinova is another successful international athlete and was the 1996 world record holder in skeet shooting. Irada Ashumova is another popular shooter who won a bronze at the 2004 Athens Olympics in the 25-meter pistol event. She also won a silver at the 2002 World Championship in the same category. Yelena Jemayeva is a top woman fencer who has won the World and European Cups as well as a number of international contests. Famous Azerbaijani gymnasts include Aliya Garayeva (two-time national champion and bronze medalist at the 2007 Moscow Grand Prix), Dinara Gimatova (four-time national champion), and Zeynab Javadli (winner of numerous international medals and titles).

Anna Gurbanova , also a popular gymnast, is the country's champion with the ball and rope, winning the gold at an international tournament in Italy and a silver in the all-round category. She also won a bronze medal at the 2005 World Cup in Tashkent for her rope performance. Kristin Fraser is a prominent Azerbaijani figure skater who represents the country (with her partner Igor Lukanin) at major international events. Emma Hagieva, Daria Timoshenko (winner of the 1999 World Junior Figure Skating Championships for Russia), and Julia Vorobieva (two-time Soviet national champion) are other famous female figure skaters.

CHAPTER III

METHODS

In this research, both quantitative and qualitative methods are employed, which is called mixed-method design.

3.1. Expert interviews

The research method will be qualitative in nature. The data gathering technique is going to be expert interviews by email. In the early stages, it was planned that the respondents would be chosen from the pool of different extracurricular program directors, physical education teachers, after school activities department of the Ministry of Education representatives, however, considering the scope of work the methodology was limited to only few expert interviews and coaches as well as ministry representatives were excluded from the list. Comprehensive interviews with extracurricular experts from the schools provided very useful insights into the research question and the expectations. The complete list of the interview questions and experts' answers can be found in Appendix 3.

3.2. Expert selection

The number of experts has been reduced to 3 experts from different schools. To keep anonymity, the names are not mentioned in the study. While selecting experts for the interview, the priority has been given to the ones from different schools in Azerbaijan in order to collect more trustful data. This makes reference to the fact that all of them have different and reliable backgrounds, but they are well represented within the local schools in Azerbaijan. The background of each expert is divided as following:

Expert 1. - Extracurricular Activities and Soft Skills - Specialist; Head of Human and Career department - ADA School.

Expert 2. - Head of Extracurricular Activities department - Dunya School; Workforce Manager of International Sport Events.

Expert 3. - Physical Education Teacher and Volleyball Coach - SABIS Sun International School.

3.3. Online survey

Exact 100 pupils from 3 different schools in Azerbaijan were asked questions via an online survey form regarding to their sports participation and extracurricular activities at school.

What is your gender?
100 responses

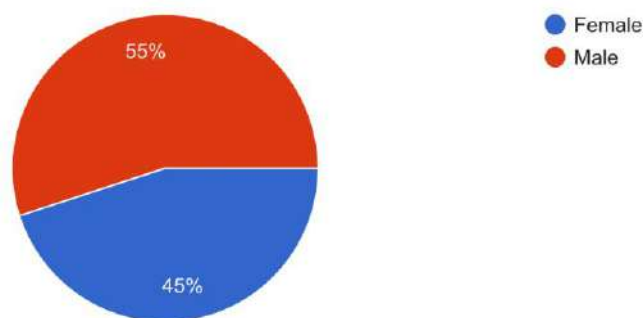


Figure 3.3.1.

In total, 55 percentage of participants were male and rest 45 percent of participants were female pupils. Average age of participant pupils are around 14 and 11 is minimum age, maximum age is 18.

Do you currently participate in a sport at your school?
100 responses

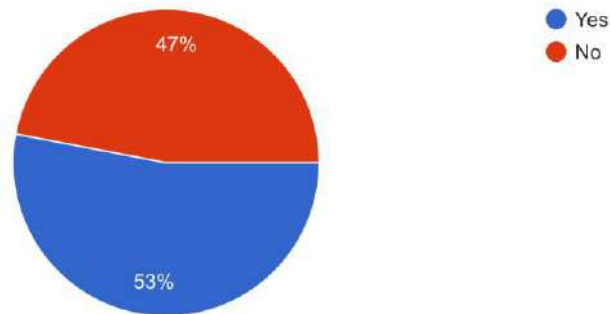


Figure 3.3.2.

53 percent of participants actively join sport and extracurricular activities at their school, however, 47 percent of them do not participate in sport activities at their school.

Are you currently involved in activities outside of your school sports program?
100 responses

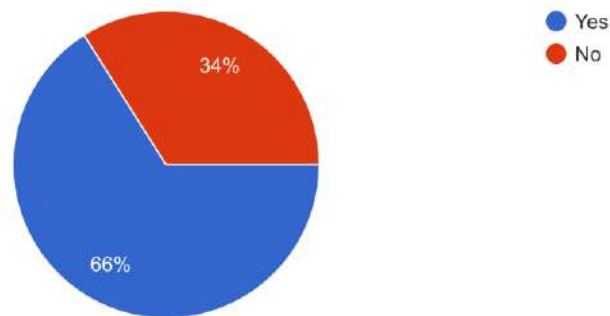


Figure 3.3.3.

In order to calculate the rate of involvement of the pupils in outside of school activities, asked this question and the result is 66 percent of them currently involving this kind of activities, but 34 percent of pupils who participated in this survey mentioned “no” this question.

How often do you participate in sport or physical activity?
100 responses

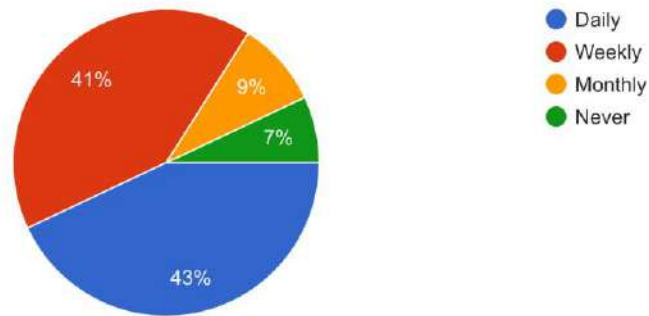


Figure 3.3.4.

Next question is about “how often they are doing sport and physical activities” and almost half of the survey participants mentioned “daily”, 41 percentage of them answered “weekly”, 9 percent doing their physical activities monthly basis and finally 7 percentage of them do not do sport at all that’s why they chose “never”.

How do you like extra-curricular activities at your school?
100 responses

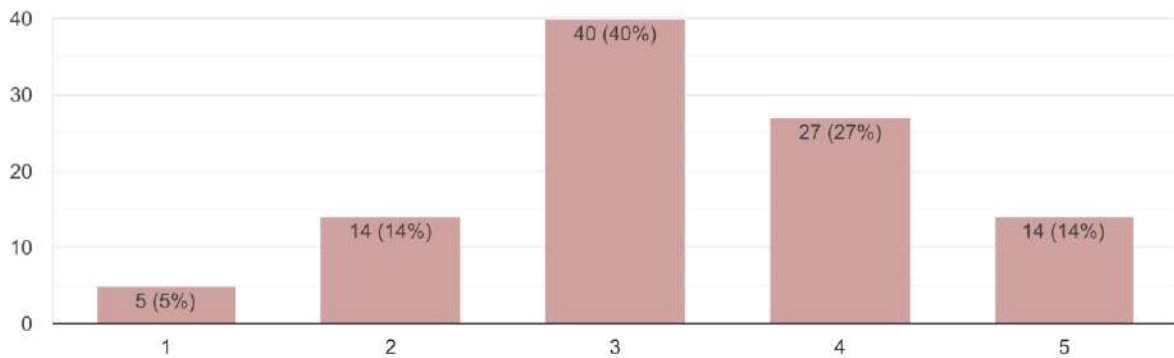


Figure 3.3.5.

In this question, the majority as 40 percent of pupils answered that they like enough extra-curricular activities at their school, nonetheless, 14 percent of them mentioned that

they like so much of their extracurricular activities. Despite this, only 5 percent of participants do not like activities at their school.

Overall, are you satisfied or dissatisfied with your sports participation at school?
100 responses

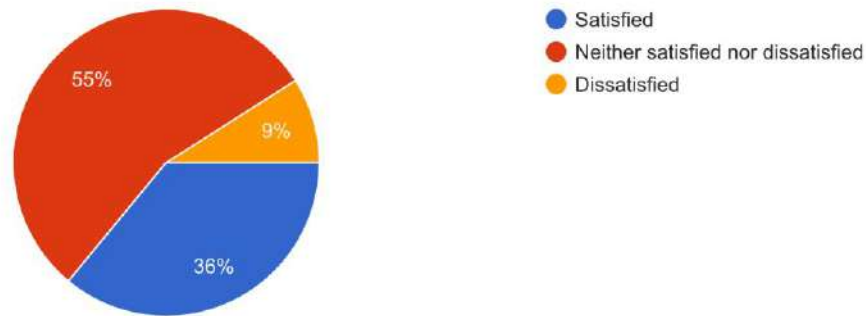


Figure 3.3.6.

Last question was about satisfaction of their sport participations at school, the results are as following:

36 percent of participants are satisfied, 56 percent of them mentioned “neither satisfied, nor dissatisfied” and only 9 percent of survey participants are dissatisfied with their sport participation at their school.

3.4. Data analyses

Right after expert interviews and online surveys with pupils, the upcoming step in the data gathering process is qualitative and quantitative research. When choosing a school for the online survey, special attention was paid to the fact that these schools are both public and private. In the selection of experts, efforts were made to find professionals who constantly work with pupils and had enough experience in extracurricular activities. Online survey which is quantitative research covered exactly 100 pupils from three schools and the average age is about 14. The online survey presented pupils with google form through their school representatives. Through the qualitative research overall 3

interviews have been held with experts. All of the expert interviews have been held via email in English. All the questions and answers of expert interviews and online surveys can be found in Appendix 2 and 3.

RESULT

Overview of sport participation in schools of Azerbaijan

Sport and physical activity are given high emphasis throughout Azerbaijan. However, sporting facilities are very scarce, and those that are available are usually used for non-sporting purposes, like housing refugees from neighboring countries. The government of Azerbaijan has given top priority to sports and physical education, however, and in an effort to develop sports throughout the country, Azerbaijan has built 43 modern Olympic centers in the past decade. Soccer and wrestling are the sports that most Azerbaijani men, from boys to the elderly, follow with greatest passion. Traditionally, archery, sumo wrestling, shooting, and sword fencing are popular sports among Azerbaijani women. Handball is another sport played by the women of Azerbaijan. Most people, particularly the youth, generally play their sports in the streets, parks, or at open grounds in their neighborhoods, while others frequent public sports centers. Azerbaijan is developing sports to promote a healthy and active lifestyle among Azerbaijani youth and ensure their integration into society. As many 157 youth sports and chess schools operate in the country and each sport is administered by 24 dedicated federations.

According to the State Statistics Committee, there are 4,505 schools in Azerbaijan. The education system in Azerbaijan is conditioned towards the need for sports among school children. As part of the physical education classes, schools provide students with a variety of sporting options like football, basketball, volleyball, and handball. Schools encourage team and individual participation by holding inter-school sports competitions. Physical education classes begin right from primary school, with students getting two hours per week for the first two grades and three weekly hours during grades three and four. Physical education and sports are a mandatory part of the school curricular and is a requirement for the successful completion of secondary education. Almost all schools and colleges have their own physical education faculties headed by specialists. The most

widely offered sports at Azerbaijani schools are football, volleyball, and basketball. Most schools and colleges regularly participate in regional and international competitions organized by other schools, colleges, or sporting bodies. The Ministry of Education controls all school sports, conducting various sports programs and activities that emphasize healthy living and the overall development of an individual. Many schools have their own sports teams in various disciplines like volleyball, basketball, and football. Interschool sports competitions among the country's public and private schools take place annually, as well as each school typically conducting its own "sports day".

DISCUSSION AND CONCLUSION

From an overall national perspective, the current level of extracurricular activities and physical education is not that much effective in Azerbaijani schools. Schools in Baku have much better sports facilities, extracurricular programs and its specialists if we compare them to other cities of Azerbaijan, however still the quality level is not much satisfactory even though it has been stated that the necessary facility exists.

According to expert interviews, despite the creation of conditions for physical education and extracurricular activities in Azerbaijani schools, some students are still far from such activities. Students' interest in extracurricular activities and physical education classes decreases each year as the class progresses, due to the fact that the workload increases as they move to the upper grades and they have to prepare for university exams students commonly have time to involve in sport and extracurricular activities especially between 1st -8th grades.

Since independence, the quality in this area has decreased significantly according to experts. During the Soviet period, the subject was mandatory, and it could be one reason why the involvement rate was higher at that time.

Neglecting physical activities indeed have a negative impact on their health conditions.

There are many schools in Azerbaijan where quality extracurricular activities are carried out. Specially educated staff should be hired to organise such kind of activities, however, extracurricular activities are not conducted in schools in Azerbaijan, especially outside the capital city. The main reason for this is the lack of educated staff in schools to carry out such activities. Extracurricular activities are a tool for students to spend their free time effectively. Based on these activities, they can improve their skills, make new friends, develop language skills, and so on.

On the other hand, with respect to the graph in Appendix 1 (table 1), the number of people going to participate in sport accounted for 18% of the whole population in 2018.

According to sport policy of 2013-2020 years, the participation rate among females was even much lower. Therefore, one of the main objectives of this policy is to improve these participation ratios and promote sport among the citizens of the country. Sports culture in Azerbaijan is growing every year, which in turn increases the level of participation of both youth and adults in sports in Azerbaijan. New sports complexes are built every year, and these sports complexes must be open not only to professional athletes, but also to the public. As in many countries, large parks need to be built for outdoor sports, and such infrastructures increase the enthusiasm of the population, including young people, for sports.

It is necessary to train local sports and physical education specialists, who in turn can educate pupils and students in physical education and extracurricular activities in schools and universities and increase their interest in sports and participation in sports.

Expert view was essential on the number of sport clubs/ communities across the country. It has been revealed that the number may be quite sufficient especially in the central regions of Azerbaijan besides the capital, however, what counts on this matter is the quality rather than quantity. How effective or professional they are working is more important and is what should be questioned.

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Appendix 1

Table1.

Sport establishments (at the beginning of year)													
	2001	2006	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Sport establishments - total	7,908	8,732	9,323	9,604	9623	9491	9954	10259	10574	10798	11027	11215	11412
of which:													
palace of sport	...	...	2	3	3	3	3	3	3	3	3	3	3
Olympic complexes	...	...	13	19	24	28	32	34	38	39	39	39	41
stadiums with stands for 1.5 thsd. and over person	75	67	66	63	56	53	61	66	72	74	75	75	76
stadiums with stands for less than 1.5 thsd.	...	53	96	125	83	77	83	98	108	122	123	118	118
gymnasium	399	271	260	231	233	224	172	180	191	180	189	188	192
swimming-pool	37	45	55	56	53	58	62	73	80	84	105	113	120
shooting range	314	296	263	246	240	193	182	182	179	176	174	170	170
Number of persons going to sport, thsd. person ¹⁾	355.2	529.8	539.3	542.6	1,617.40	1649.8	1660.4	1678.4	1685.1	1723.8	1724.7	1755.4	1785.9
													18.00%

¹⁾since 2009 - including persons engaged in sport in educational institutions

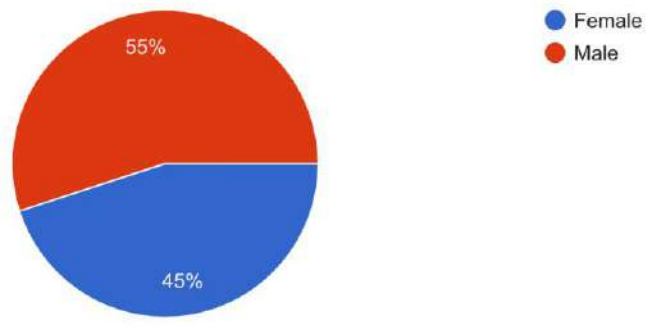
Source: stat.gov.az

https://www.azstat.org/portal/tblInfo/TblInfoList.do#994_008

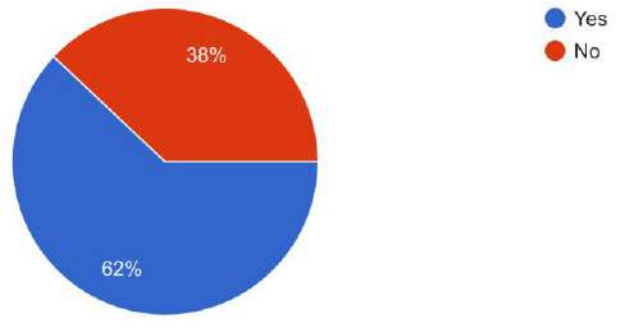
Appendix 2

Online survey results:

What is your gender?
100 responses

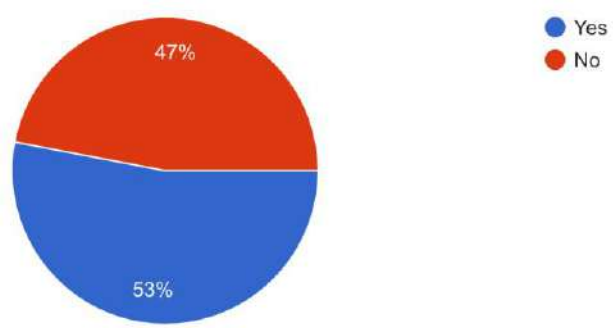


Are all sports that you are interested in playing offered at your school?
100 responses



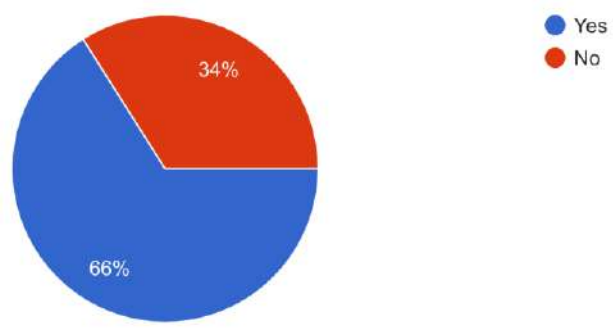
Do you currently participate in a sport at your school?

100 responses



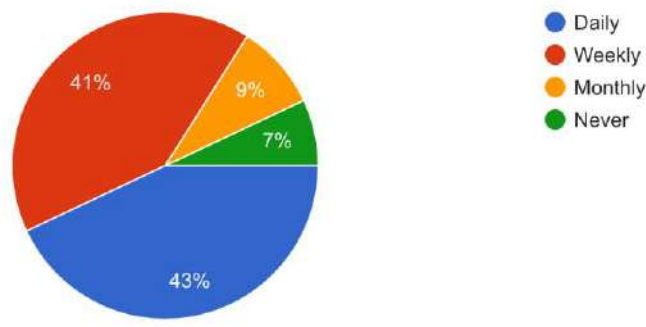
Are you currently involved in activities outside of your school sports program?

100 responses



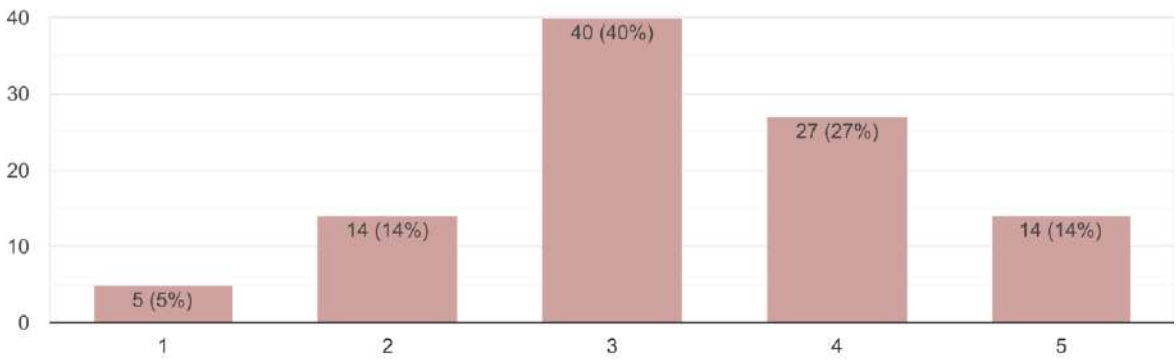
How often do you participate in sport or physical activity?

100 responses



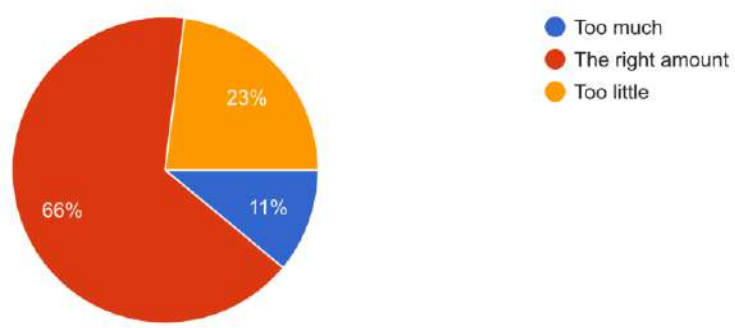
How do you like extra-curricular activities at your school?

100 responses



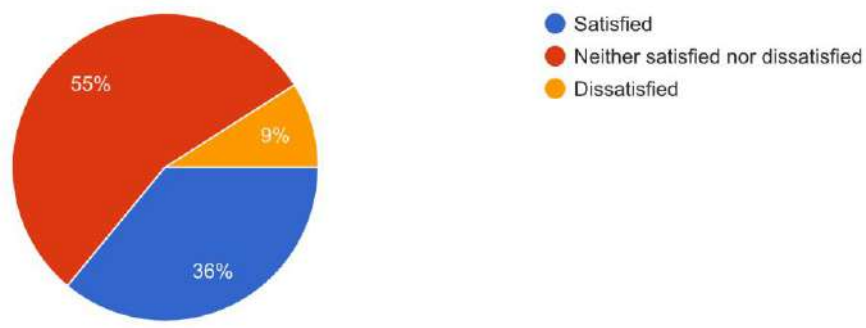
Does your school give too much attention to its extra-curricular programs, too little attention, or about the right amount of attention?

100 responses



Overall, are you satisfied or dissatisfied with your sports participation at school?

100 responses



Appendix 3

Expert interview on sports participation at schools in Azerbaijan

Expert 1.

1. Which school do you represent?

ADA School

2. What is your position?

Extracurricular Activities and Soft Skills - Specialist; Human and Career department - head.

3. What is sport participation?

Engaging students into sports activities within and outside the school

4. Why should sports be in schools?

Because there should be a proper balance between mental and physical activities for better growth and learning

5. How can schools improve sports participation?

By offering high quality sport services. By investing into high quality facilities. By organizing events, competitions.

6. How do you encourage students' participation in sport?

We have troubles with encouraging students into sports at our school because their age category is grades 10 and 11. Given their tight academic schedule, students find very little time for sports

7. What percentage of high school students participate in sports?

Around 35 %

8. What is the most played high school sport?

Football, Basketball, Tennis

9. Which kind of extracurricular activities do you hold at your school?

Football, basketball, volleyball, singing, painting, chess, drama, reading, debate, intellectual games, environmental projects

10. Do sports affect grades?

Sports do not affect grades. Students receive credits for participating in sports and get a Pass or Fail grade, which does not affect their GPA

Expert 2.

1. Which school do you represent?

Dunya School

2. What is your position?

Head of Extracurricular Activities and Sport department, Workforce Manager at International Sport Events

3. What is sport participation?

Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. This might be through organised after school activities or a programme organised by a local sporting club or association.

4. Why should sports be in schools?

It stands to reason participation in sports can help improve academics. One reason is most schools have a minimum GPA in order to participate on a school team. For some kids, this is good motivation to study hard. However, regular exercise also improves memory and increases focus.

5. How can schools improve sports participation?

I think it's more up to choosing the right coaches and physical educators at school, on the other hand, school administrations should respect students who have to spend on extracurricular activities. Also by offering high quality sport facilities at their schools that make students motivate to enjoy their time on sport participation.

6. How do you encourage students' participation in sport?

We have great sports facilities at our school, this is one of the most important things that make students motivated to do sports activities during their free time. We are providing some special physical education programs which they are doing with their classmates and teachers, it creates a very competitive atmosphere during these competitions.

7. What percentage of high school students participate in sports?

Around 50 %

8. What is the most played high school sport?

Volleyball and football

9. Which kind of extracurricular activities do you hold at your school?

Football, volleyball, basketball, painting, chess, drama, reading, debate, intellectual games, environmental projects

10. Do sport activities affect grades?

Students who are doing sport more often, they are much more responsible for their home tasks which make their grades better than others, because most of the time their parents check their grades if it's not enough then parents make some limitations on their sport activities. Thus, students who are doing sport activities get better grades at our school but of course they are some exceptions.

Expert 3.

1. Which school do you represent?

SABIS Sun International School

2. What is your position?

Physical Education Teacher and Volleyball Coach

3. What is sport participation?

Sports participation intercessions engage pupils in sports as a way to expanding instructive commitment and accomplishment. This may be through composed after school activities or a program sorted out by a local sporting club or affiliation.

4. Why should sports be in schools?

Because pupils should be in fun learning environment, sport and extracurricular activities are the best tools for this.

5. How can schools improve sports participation?

Schools should provide enough sport resources and well-educated extracurricular program managers.

6. How do you encourage students' participation in sport?

As abovementioned, pupils are encouraging by modern facilities. Indoor and outdoor facilities motivate them participating at school sport events.

7. What percentage of high school students participate in sports?

Around 55 %

8. What is the most played high school sport?

Football, Volleyball, Basketball, Table Tennis, Athletics

9. Which kind of extracurricular activities do you hold at your school?

Volleyball, Football, Basketball matches, Intellectual games, Breakfast clubs with families and

10. Do sports affect grades?

It's up to pupils, in some cases sport have bad affects to the grades because especially male pupils like to play games and they can't focus on their study. But mostly sport have good impact on their grades.