
DEVELOPMENT OF TEACHING STAFF AND SPORTS AND DIDACTIC BASE IN ART SCHOOLS IN THE ERA OF POLITICAL TRANSFORMATION AFTER 1989

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Keywords:

- Physical culture,
- SWFiS,
- Academic Sports Union.

Abstract:

INTRODUCTION: The change in political system in 1989 had a significant impact on the formation of the education system, including higher education, in which radical changes took place. There was a significant increase in the autonomy of higher education institutions. The importance of student physical culture in a few cases has increased, but in many cases has been marginalized.

AIM OF THE WORK: In the article, the author attempts to analyze the state of the teaching staff and the sports and didactic base in the era of political transformation after 1989 on the example of higher artistic schools.

MATERIAL AND METHODS: The research was carried out at 15 art schools. The research has been carried out in institutions that determine the state of physical culture at universities, and therefore SWFiS (or their equivalents). On the basis of interviews and completed questionnaires, the following were defined: the condition of sports facilities infrastructure and the state of the teaching and coaching staff conducting classes including: their age and qualifications. 7 art academies, 2 theater and film universities and 6 music schools participated in the research. Monographic method was used for the research, the interview technique was used, and the questionnaire was used for research tools.

RESULTS: In the academic year 2010/2011, 25 physical education teachers worked in the higher artistic schools (Academy of Fine Arts and the Academy of Music) in Krakow employed two of the same PE teachers). Over half of PE teachers (58%) in the academic year under study were employed full-time. Most of the PE teachers employed at higher artistic schools are employed as lecturers and senior lecturers. Most of the higher artistic schools (65%) do not have their own sports and teaching base. Other higher artistic schools are most often equipped with gyms (AMuz Łódź, AMuz Bydgoszcz, PWST Kraków) and gyms (ASP, UMuz Warsaw, PWST Kraków)

CONCLUSIONS: According to representatives of SWFiS and other people responsible for physical culture in higher artistic schools, the biggest problem limiting the development of physical culture in the studied schools is the lack of their own sports and recreation base. This is due to the lack of adequate financial resources that could be allocated to the development of their own sports and recreation base, but also due to the specificity of the studied universities, the lack of interest on the part of the university authorities to change this state.

INTRODUCTION

The changes related to the change of political system in 1989 had a significant impact on the formation of the education system, including higher education, in which radical changes and transformations took place. There was a significant increase in the autonomy of higher education institutions. The importance of student physical culture in a few cases has increased, but in many cases has been marginalized [Dziubiński 2000, Barabasz, Zadarko, Nizioł, Cieszkowski 2009, Korpak 2009].

Higher art schools operate on the basis of the Act of 27 July 2005 - Law on Higher Education (Dz.U. Nr 164, poz. 1365 z późn. zm.). They are supervised by the minister competent for culture and protection of national heritage. In the academic year 2010/2011, 19 state higher artistic schools functioned, including 8 art academies, 8 music schools and 3 theatrical and film universities [Szkolnictwo wyższe w Polsce 2013]. Some of the studied art schools in accordance with the guidelines of the Ministry of Science and Higher Education changed their names from the academy to universities. The Academy of Music in Warsaw was transformed in 2008 to the University of Music and the Academy of Fine Arts in Poznań became the University of Arts in 2010.

AIM OF THE WORK

The aim of this article is to present the development of a sports and teaching base as well as teaching staff after 1989 in the art schools.

MATERIAL AND METHOD

The research was carried out at 15 art schools. The research has been carried out in institutions that determine the state of physical culture at universities, and therefore SWFiS (or their equivalents). On the basis of interviews and completed questionnaires, the following were defined: the condition of sports facilities infrastructure and the status of teaching and coaching staff conducting classes including: their age and qualifications. In the research participated 7 art academies, 2 theater and film universities and 6 music schools. Monographic method was used for the research, as well as the technique of interview, and a survey questionnaire was used for research tools.

Answers contained in the surveys concern the academic year 2010/2011.

TEACHING STAFF OF THE SCHOOL OF PHYSICAL EDUCATION AND SPORT AT THE ART SCHOOLS

In the academic year 2010/2011, 25 teachers of physical education worked in the upper art schools (Academy of Fine Arts and the Academy of Music in Krakow employed two of the same PE teachers). The number of PE teachers working at the Academy of Fine Arts and the University of Music in Warsaw and at the University of Arts and the Academy of Music in Poznań has been presented in one box, due to the fact that PE classes for students of both universities are run by one SWFiS.

Table 1. The form of employing teachers in SWFiS at art schools.

The name of collage	The form of employing teachers		
	Full-time	Part time	Contract of mandate
ASP Katowice	0	0	1
ASP Gdańsk	0	0	0
ASP Kraków	2	0	0
ASP Łódź	0	0	0
ASP, UMuz Warszawa	3	0	0
ASP Wrocław	0	0	1
UA, AMuz Poznań	1	1	0
PWST Kraków	1	0	1
PWSFTiT Łódź	5	1	1
AMuz Bydgoszcz	0	0	2
AMuz Katowice	0	0	0
AMuz Kraków	0	2	0
AMuz Gdańsk	1	0	2
AMuz Łódź	1	0	0
AMuz Wrocław	1	0	0
Total	15	4	8

Source: Own elaboration, 2014.

The data in the table above does not include the number of teachers conducting PE classes at the Academy of Fine Arts in Gdańsk, at the Academy of Fine Arts in Łódź and at the Academy of Music in Katowice, because the issues of physical education at these universities are dealt with by external entities.

Over half of PE teachers (58%) in the academic year under study were employed full-time. The lowest-counting group were PE teachers employed part-time. They constituted 15% of the total number of teachers employed.

Table 2 . Positions of teachers employed in SWFIS at art schools (n = 12).

Positions of teacher	Number of teachers	Percentage of total employed
Senior lecturer	6	32%
Lecturer	10	53%
Instructor	2	10%
Other	1	5%
Total	19	100%

Source: Own elaboration, 2014.

The research shows that the majority of PE teachers in higher artistic schools are employed as a lecturer and senior lecturer.

Table 3. Age of PE teachers employed in art schools (n = 13).

Age of PE teachers	Do 31	31-37	38-45	46-54	Powyżej 55
Number of teachers	2	3	4	4	6
Percentage of total employed	10%	16%	21%	21%	32%

Source: Own elaboration, 2014.

Over 30% of teachers over age 55 are employed in higher art schools. The largest group of employees are middle-aged teachers (42%). There was no significant disproportion in the number of teachers employed in individual age groups when it comes to working PE teachers in the schools studied. There were also no "aging" issues in relation to other types of schools. The occurrence of this trend was confirmed in research conducted at higher maritime schools, at universities of economics, at universities [Barabasz 2010:58], at higher pedagogical schools or in agricultural academies [Kunysz-Rozborska 2015:81].

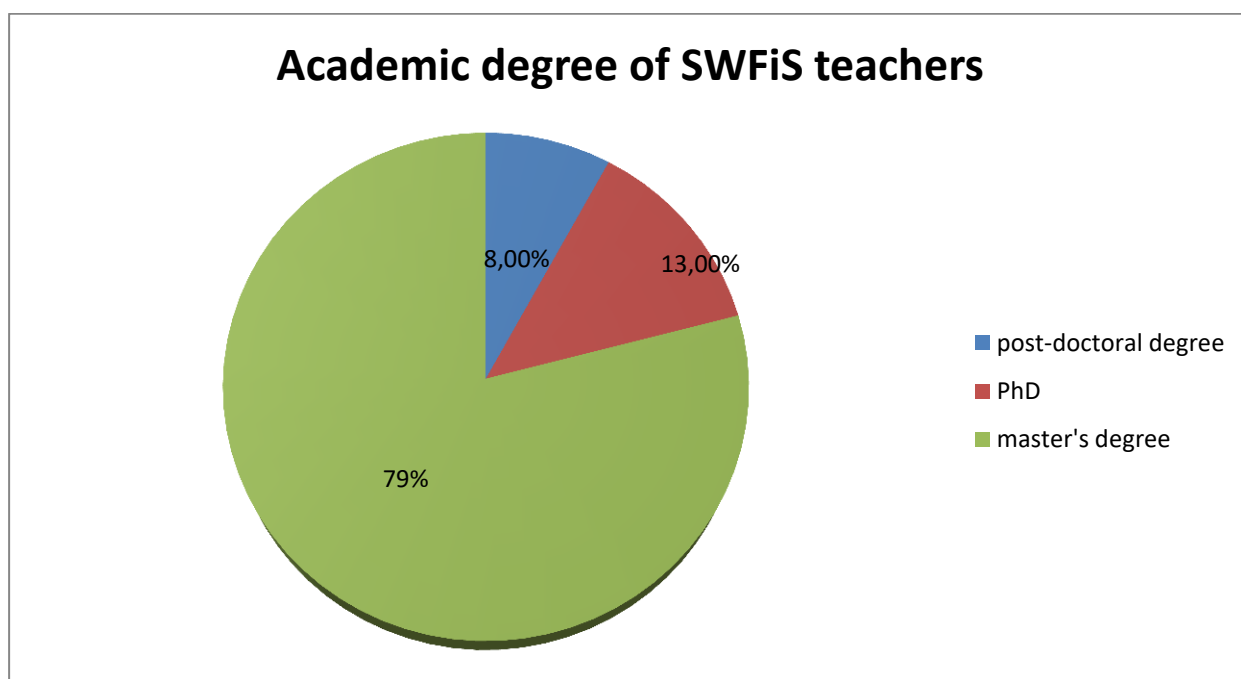
Table 4. Qualification of teachers in PE employed in art schools (n = 14, ASP Wrocław - no data).

Qualification of teachers	Number	Percentage of total
Master class coach	3	12,5%
First class coach	4	16,6%
Second class coach	1	4,2%
Instructor	15	62,5%
Without qualifications	1	4,2%

Source: Own elaboration, 2014.

Vocational education as well as trainers and instructors qualifications of physical education teachers employed at art schools are a strong point of SWFiS and other entities involved in physical education in the schools studied. In the higher art schools, one-third of the teachers employed have training qualifications, while the other teachers are qualified instructors. Very often they have more than one sport and recreational specialty. This certainly affects the increase of the substantive value and attractiveness of physical education classes. The employment structure was different in the eighties, where almost all PE teachers had training qualifications (18 out of 19 employees).

The research shows that the majority of teachers have a master's degree (19), three teachers have a PhD (PWST Kraków, PWSFTiT Łódź, ASP Katowice) and two teachers a post-doctoral degree (PWST Kraków, AMuz Gdańsk) [Own elaboration 2014].



Graph 1. Degrees of PE teachers employed in art schools (n = 14, ASP Wrocław - no data), source: Own elaboration, 2014.

The gathered data shows that only one university (PWST Krakow) conducts research among students regarding their needs in the field of physical activity and interests in sport. The subject concerned the physical fitness of PWST students compared to other Cracow universities. Only 3 of the examined universities conduct physical examination of students' physical fitness. These are: 2 theatrical and film universities - PWST Kraków and PWSFTiT Łódź and the Academy of Music in Gdansk. Students examined the universities to assess the students' physical fitness from the International Physical Fitness Test "Eurofit" (PWST Krakow), from the Cooper Test (AMuz Gdańsk) and from the Burpee Test (PWSFTiT Łódź) [Own research 2014].

According to the collected information, none of the researched universities conduct systematic tests of health and physical fitness of young people included in individual student fitness cards.

None of the art schools employs administrative employees in existing SWFiS. This is related to the reduction of financial costs, which would involve the employment.

STATE OF SPORT AND DIDACTIC BASE AFTER 1989

Most of the higher art schools (65%) do not have their own sports and teaching base. Other higher artistic schools are most often equipped with the gyms (AMuz Łódź, AMuz Bydgoszcz, PWST Krakow) and gyms (ASP, UMuz Warsaw, PWST Kraków).

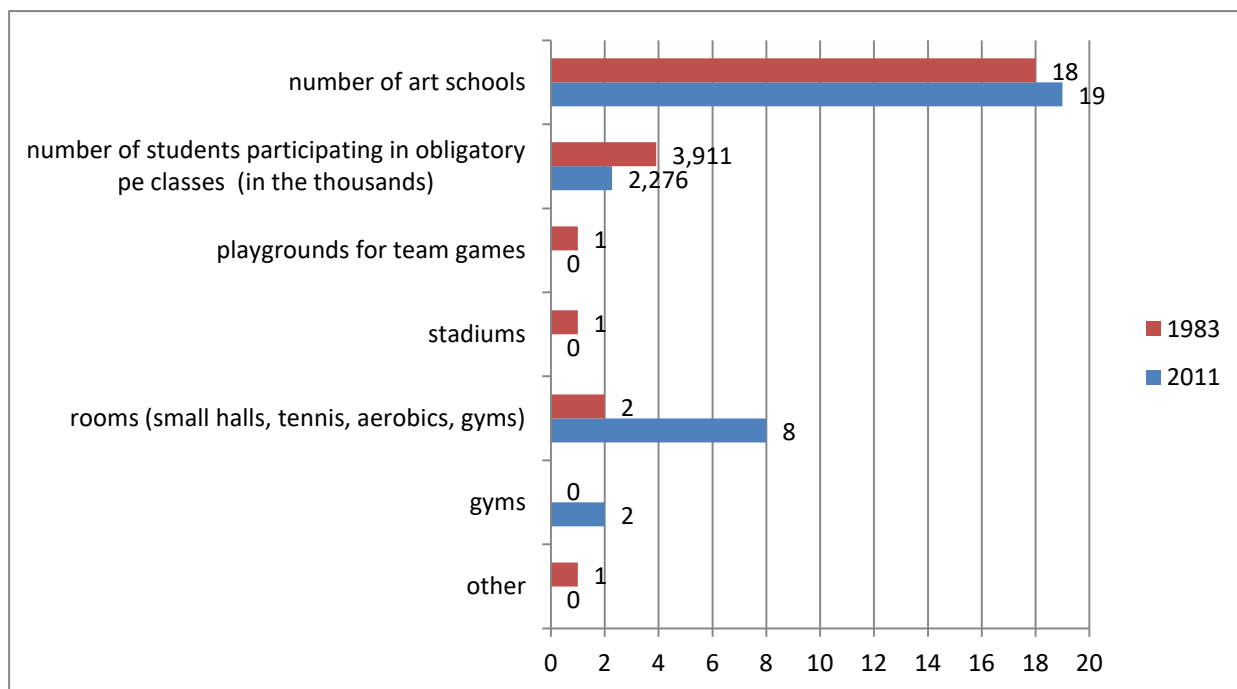
Table 5. Sports and didactic base of art schools in the year 2010/2011.

Collage	Hall Sports 40x20m	Gyms	Aerobic rooms	Tennis table rooms	Tennis courts	Big pitch	Small pitch	Athletics stadium	Gyms	Swimmingpools	Other
ASP Katowice	0	0	0	0	0	0	0	0	0	0	0
ASP Gdańsk	0	0	0	0	0	0	0	0	0	0	0
ASP Kraków	0	0	0	0	0	0	0	0	0	0	0
ASP Łódź	0	0	0	0	0	0	0	0	0	0	0
ASP, UMuz Warszawa	0	1	0	0	0	0	0	0	0	0	0
ASP Wrocław	0	0	0	0	0	0	0	0	0	0	0
UA, AMuz Poznań	0	0	0	0	0	0	0	0	0	0	Hall for rhyth- mics
PWST Kraków	0	1	0	0	0	0	0	0	1	0	0
PWSFTiT Łódź	0	0	3	0	0	0	0	0	0	0	0
AMuz Bydgoszcz	0	0	0	0	0	0	0	0	1	0	Ballet room
AMuz Katowice	0	0	0	0	0	0	0	0	0	0	0
AMuz Kraków	0	0	0	0	0	0	0	0	0	0	0
AMuz Gdańsk	0	0	0	0	0	0	0	0	0	0	0
AMuz Łódź	0	0	0	0	0	0	0	0	1	0	0
AMuz Wrocław	0	0	0	0	0	0	0	0	0	0	0
Total	0	2	3	0	0	0	0	0	3	0	2

Source: Own elaboration, 2014.

PWSFTiT in Łódź has the largest sports and teaching base of all higher artistic schools. This equipment includes 3 aerobic saloons.

The graph below shows the changes that took place in the own sports and teaching base of the researched schools in the years 1983-2011.



Graph 2. Sport infrastructure in the years 1983-2011 in reference to students attending for obligatory physical education classes, source: K. Obodyński: *Kształtowanie się kultury...*, dz. cyt., aneks, tab. XXXXIII; Own elaboration, 2014.

Due to the poor own sports and didactic base or a complete lack of it, high artistic schools rent sports facilities necessary for the implementation of PE or completely outsource the implementation of PE to external entities, as it is in the case of ASP Łódź, ASP Gdańsk or AMuz Katowice.

The following table does not include three higher art schools: ASP Łódź, ASP Gdańsk and AMuz Katowice, because PE classes take place at the mentioned universities in sports and teaching facilities belonging to external entities responsible for conducting PE classes with students of the studied universities (respectively: University of Lodz, University of Gdańsk, Silesian University of Technology).

Table 6. Sports infrastructure in the years 1983-2011 in relation to students attending for obligatory physical education classes

Collage	Hall Sports 40x20m	Gyms	Aerobic rooms	Tennis table rooms	Tennis courts	Big pitch	Small pitch	Athletics stadium	Gyms	Swimmingpools
ASP Katowice	2	0	0	0	0	0	0	2	0	4
ASP Kraków	0	6	4	8	0	0	0	0	8	5
ASP, UMuz Warszawa	1,5	0	0	0	0	0	0	0	2	2,5
ASP Wrocław	0	0	0	0	0	0	0	0	0	2
UA, AMuz Poznań	0	1,5	9	0	0	0	0	0	7,5	1,5
PWST Kraków	0	0	0	0	0	0	0	0	0	2
PWSFTiT Łódź	1	1	0	0	0	0	0	0	0	1
AMuz Bydgoszcz	1	1	0	0	0	0	0	0	0	2
AMuz Kraków	6	0	6	0	0	0	0	0	0	2
AMuz Gdańsk	0	6	0	0	0	0	0	0	2	1
AMuz Łódź	0	4	0	0	0	0	0	0	0	2
AMuz Wrocław	0	12	0	0	0	0	0	0	15	2
Total	11,5	31,5	19	8	0	0	0	2	34,5	27

Source: Own elaboration, 2014.

The research shows that all of the higher artistic schools which are included for the implementation of PE classes, rent swimming pools. In addition, the examined schools most often rent gyms (7), gyms (5) and sports halls (5). The largest number of sports facilities are rented by ASP Kraków (5), UA and AMuz Poznań (4). Only one sports facility is rented by ASP Wrocław and PWST Kraków. Other universities rent from 2 to 3 sports facilities [Own elaboration 2014].

Lease of sports facilities involves additional financial expenses. The costs incurred for this purpose by art academies in the academic year 2010/2011, depending on the number of facilities leased, ranged from PLN 9,600 to PLN 50,000.

None of the studied universities has sports facilities under construction, nor does it plan to build in the coming years.

Higher art schools also do not have sports or tourist equipment rental, which could be used by university employees or students.

CONCLUSIONS

According to the representatives of SWFiS and other people responsible for physical culture in higher artistic schools, the biggest problem limiting the development of physical culture in the studied schools is the lack of their own sports and recreation base. This is due to the lack of adequate financial resources that could be allocated to the development of their own sports and recreation base, but also due to the specificity of the studied universities, as well as the lack of interest on the part of the university authorities to change this state.

1. Compared to the 1980s, the own base of art schools increased twice (from 5 in the eighties to 10 in the academic year under study). The sports and teaching base of the studied schools has been increased mainly for small halls (aerobics, rhythm or ballet rooms) and for gyms, as well as gyms. These are objects with a small area, which are easy to maintain and do not require large financial outlays. The financial savings of the universities surveyed led to the resignation of maintaining larger facilities, eg stadiums or playing fields for team games.

2. The difficult financial situation of the university prompts its authorities to look for savings, among others in the activity of WFiS Studies. The units themselves have not yet managed to adapt to the conditions of free market economy over the years. They do not use the possibility of obtaining additional funds from outside, eg from grants, or from renting own facilities, which are often outdated and generate high maintenance costs.

3. The financial situation is also aggravated by costs related to renting or modernizing sports facilities, as well as the remuneration of employees, most often older lecturers.

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