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Sport clubs in school environment in Poland

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Abstract

In school environment in Poland there are two kinds of clubs, which are different regarding their traditions: school clubs and student clubs. The first of them started their activity in the 1950s within structures of the School Sports Union, the second did it almost 40 years later as associations which are not registered by courts of law but which are entered into registers kept by county officials. Student sports clubs, in spite of the fact that they have come into existence only recently, are characterized by an unparalleled dynamics of quantitative growth. As early as in 2006 their number exceeded 6.8 thousand, while the number of school sports clubs has been declining systematically for more than a dozen years (from 313 in 1998 to 106 in 2010).

In order to get opinions about functioning of those clubs, a written survey was conducted among 100 PE teachers, participants of the Postgraduate Management Studies of Physical Culture Organization and Management, which were taking place as a part of the National Programme of Sports Staff Education in P. Włodkowic Higher School in Płock, the Higher School of Education and Tourism in Białystok and in the Academy of Physical Education in Warsaw in 2011.

Not all of the respondents worked at schools with functioning student and school sports clubs and that is why only 30 questionnaires were finally processed. The researched expressed their opinions about: 1) the place of student sports clubs and school sports clubs in the process of physical education, 2) functions performed by those clubs, 3) changes which could facilitate the process of out-of-school physical education.

An analysis of the answers gives an interesting picture of the researched issue, but it was only a survey which signalled definite problems and a wider scale research is needed.

Introduction

The systemic transformation of the 1990s fundamentally changed the status of all NGOs within the structure of the so-called national economy entities in Poland. First of all, those organizations – after liquidation of the nationalized sector – were not included into the newly founded public sector but they were transferred to the private sector¹. Then the notion of the so-called third sector was not used yet. It caused many problems which hindered functioning of such organizations – e.g. liquidation of specified-user subsidies or treating NGOs like private business organizations. Moreover, at the beginning there were no specific regulators which would make it possible to function in the new situation. NGOs were burdened with a belief that – in the same way as in the past – it was not

permitted to undertake economic activity in such organizations. In the case of student sports clubs, their registration on the level of a county office (and by a court of law) simply imposed such a requirement and the 2003 act on social benefit organizations and volunteering consolidated such an attitude. Arising of a possibility of applying for a 1% deduction from a tax paid by citizens during an annual PIT settlement did not trigger an avalanche of efforts to get funds for organizations in that way. In that situation many NGOs stopped functioning at all or considerably limited their activities.

The abovementioned problems appeared also in the field of school sport and, moreover, there were many changes concerning only that environment whose reasons were not clear for everybody e.g. only few still remember disputes provoked by creation – outside of structures of the School Sports Union – of completely independent

¹ Compare with a print on page XIII in *Rocznik Statystyczny /Statistical Yearbook/, GUS, Warszawa 1991.*

structures of student sport clubs, which could also be affiliated to congregations, countryside sport teams, fire brigades, youth community centres, etc. The then chairman of the Physical Culture and Tourism Office S. Paszczyk had an argument with the chairman of the School Sports Union Main Board Z. Cendrowski, who was of an opinion that competitive sport does not always positively influence health of young people at school age and, because of that, structures of the SSU should not be used for promotion of the idea of sports rivalry on such a scale which was expected by the PCTO.

That specific legal form, which was sanctioned with Article 7 of the physical culture act from 18.01.1996 (Dz. U. Nr 25, poz. 113), was not obliged for court registration, similarly as it was in the case of all other associations (including sports clubs), but it became a legal entity by an entry in a register kept by a *starosta* in the county where the seat of such a student sports club was.

The description of functioning of sports clubs in school environment is based on recognition and understanding of a dual attitude to children and youth sport. The chapter is based on a distinction between competitive sport, which is to educate youth and lead young people towards professional sports careers (student sports clubs), and sports forms of movement activity, whose basic task is to take care of children's and youth's health (school sports clubs).

In the case of the area of constitutional regulations, it is the best to refer to Article 68, Paragraph 5 of the Constitution of the Republic of Poland, which says that "public authorities support development of physical culture, especially among children and youth".

Regarding detailed legal regulations, it should be remembered that in the years 2005-2010 the physical culture act from 1996 coexisted with the act on qualified sport from 25th July 2005 (Dz. U. Nr 155, poz. 1298) – and coupled influence of those two acts – regarding organizational and financial factors – did not facilitate development of children and youth sport [Jaczynowski, Stopczyński, Żyśko 2007].

Nor the 2010 sport act fully solved the problem of dualism of children and youth physical culture. It pointed out, however, some basic directions regulating the abovementioned problem². A teacher's work, in the light of the legal changes, cannot consist in copying of sports activities conducted in student

sports clubs and school sports clubs. A teacher connected with a student sports club is additionally obliged for keeping pro-social attitude and for close cooperation with parents and the club's supporters taking into account his/her pupils' development and sports achievements [Griffin 1998; Thiebault 2000; O'Sullivan, MacPhail 2010]. Regarding the strategic direction determined by the act on sport, sports clubs in school environments should create proper background for competitive sport in the form of student sports clubs and give every child a chance for physical development in school sports clubs.

Today we sometimes face a situation when a school sports club and a student sports club act in the same school.

Material and methods

The aim of the presented study is an attempt at diagnosing activity of student and school sports clubs in its quantitative and qualitative dimension.

In the case of the diagnosis which takes into account the quantitative aspect, the aim was to recognize quantitative changes in both types of clubs in the period of their coexistence at schools. Our interest was especially focused on the number of clubs, sections, members, exercising people and staff in the years 1990-2010.

In the case of the diagnosis which takes into account the qualitative aspect, the aim was to find out how the activity of that kind of entities was perceived by the locals working in those organizations.

The study was an attempt at answering the following questions:

What is the place of student and school sports clubs in the process of physical education?

What functions are performed by student and school sports clubs in the process of physical education?

What changes could improve the process of physical education – and especially of out-of-school physical education?

In the case of qualitative research the researched group was constituted by 30 PE teachers – participants of the Postgraduate Management Studies of Physical Culture Organization and Management – who were improving their qualifications thanks to a project co-financed by the European Union. The researched came from, among others, Warsaw, Białystok, Ełk, Sokółka, Giżycko, Aleksandrów Łódzki, Ciechanów, Brodnica, Iława, Lipno, Żuromin. They worked at schools (primary ones and junior secondary ones; more rarely in senior secondary schools and technical secondary schools) which cooperated with

² Justification of the draft of the act on sport. Institute of Public Affairs (<http://www.isp.org.pl/kompas/files/11009893570303530001262596559.pdf>). Access from 25.04.2011. and the act on sport from 25.06.2010 (Dz. U. Nr 127, poz. 857).

Table 1. Student sports clubs in Poland in the years 1994-2010 - statistical interpretation

No.	Inventory	Years								
		1994	1996	1998	2000	2002	2004	2006	2008	2010
1.	Clubs	217	1631	2186	3808	4361	5119	6851	6853	6297
2.	Sections	687	4400	5748	9955	11275	13655	17707	17427	14869
3.	Members (thousand)	21.7	124.6	166.9	269.7	306.2	354.8	452.1	420.7	375.5
4.	Exercising persons (thousand)	20.5	119.4	150.3	267.5	313.4	373.0	485.4	462.6	420.9
5.	Coaches and instructors	696	4186	6331	9308	10429	12641	16559	16511	16336

Source: an own study based on: *Kluby sportowe w latach 1999-2000/Sports clubs in the years 1999-2000/* [2001]; Malinowska [2004, 2007]; *Kultura Fizyczna w Polsce w latach 1990-1998/Physical Culture in Poland in the years 1990-1998/*[1999]; *Kultura Fizyczna w Polsce w latach 2008-2010/Physical Culture in Poland in the years 2008-2010/* [2011].

Table 2. School sports clubs in Poland in the years 1990-2010 – statistical data

No.	Inventory	Years								
		1990	1995	1998	2000	2002	2004	2006	2008	2010
1.	Clubs	171	292	313	154	133	87	101	117	106
2.	Sections	-	-	-	326	317	187	225	268	268
3.	Members (thousand)	23.5	37.1	38.3	19.0	18.7	8.6	10.2	11.4	9.0
4.	Exercising persons (thousand)	21.9	37.1	33.9	16.9	17.4	8.0	9.5	10.1	9.1
5.	Coaches and instructors	1018	1509	1505	706	587	352	415	398	448

Source: an own study based on: *Kluby sportowe w latach 1999-2000/Sports clubs in the years 1999-2000/* [2001]; Malinowska [2004, 2007]; *Kultura Fizyczna w Polsce w latach 1990-1998/Physical Culture in Poland in the years 1990-1998/* [1999]; *Kultura Fizyczna w Polsce w latach 2008-2010/Physical Culture in Poland in the years 2008-2010/* [2011].

student and school sports clubs. Their average work experience was 11 years.

The basic research tool was an inquiry form consisting of 40 questions. The respondents' individual statements were analysed.

The reference ground during description and interpretation of our research on student sports clubs was earlier research by other authors dealing with the discussed issue – and especially results of research by R. Tomik [2006, 2008a, 2008b] and R. Tomik with W. Kudlik [2005, 2008, 2011].

Student and school sports clubs in Poland in the years 1990-2010 in the light of statistical data

Student sports clubs in Poland have been mentioned in statistical records since 1994. In the years 1994-2006 their extremely dynamic development – regarding the number of sections, members, exercising persons, coaches and instructors – was taking place. In the years 2006-2010 their dynamic growth was stopped (table 1).

School sports clubs in Poland have been mentioned in statistical records for more than 50 years. In the years 1960-1990 there were about 200 of that kind of clubs³. At the beginning of the systemic

transformation in 1990 their number dropped to 171. However, during the next several years there was a visible growth of the numbers of those clubs, their members, exercising persons and training staff. A breakdown came in the years 1999-2004. The numbers of clubs, sections and staff members diminished. In the years 2006-2010 the regress was stopped (table 2).

A comparison between organisational and staff potential of student and school sports clubs clearly shows that the School Sports Union has lost its dominating position in school environment which it had till mid 1990s. In the present situation, when the number of student sports clubs in Poland is 60 times higher than that of school sports clubs which are legal entities, it is even difficult to talk about any competition between those two kinds of entities in school environment. Lack of competition between them is confirmed by the fact that, in the light of the status of the School Sports Union, ordinary members of its county and community structures can be not only school and interschool sports clubs but also student sports clubs⁴. The School Sports Union, in spite of its

³ That figures does not take into account school sports clubs which were entities based on internal regulations and not legal ones.

⁴ Cf. records included in the status of the School Sports Union [http://www.szs.pl/index.php?option=com_content&view=article&id=96&Itemid=91] [27.08.2012].

relatively small organizational and human resources potential, fulfils an important mission in the field of creation of conceptions and programmes.

Transformations of organizational and human resources potential of student and school sports clubs during the last 15 years induce to asking questions about the place and functions of those organizations in school environment. Those questions were addressed to selected PE teachers who work at schools and are competent in the field of physical culture organization and management.

The place of student and school sports clubs in the process of physical education

During assessment of the place of student and school sports clubs in the process of physical education attention was focused, among others, on:

- significance which was attached to cooperation with the student sports clubs and the school sports clubs by school headmasters,
- a degree headmasters enabled students to reconcile between learning and sport
- legal status of clubs and cases of employing persons responsible for finances and bookkeeping by the clubs
- membership of PE teachers in the clubs and their authorities,
- presence of underage youth in club authorities and the fact that they have active and passive electoral rights,
- teachers' attitude to foundation of student sports clubs and school sports clubs in the same schools,
- the level of cooperation between the student sports clubs and the school sports clubs,
- kinds of cooperation between school teachers and the researched clubs,
- range of school youth's double membership in student sports clubs and school sports clubs,
- owners and sources of sports equipment of the clubs,

According to the researched teachers' assessment, school headmasters attached various significance to cooperation with student and school sports clubs. The respondents' opinions about that issue were evenly distributed. School headmasters' interest in cooperation with the clubs was big or very big according to 35.2% of the researched, medium – according to 30.8% of the researched, small or none – according to 34.5% of the researched.

A minimally better mark was got by headmasters when it was evaluated to what a degree they help students-athletes to reconcile between learning and sport. The degree of such facilitations was big

or very big according to 42.9% of the researched, medium – according to 32.1% of the researched, small or very small – according to 25% of them.

According to 60.7% of the researched teachers, students-athletes could make use of all sports facilities in a town (district) in appointed hours. Almost 29% of the researched assessed that accessibility more critically as limited⁵.

Only in a half of the schools where the researched PE teachers worked there were formally appointed persons responsible for cooperation with sports clubs. Among the persons responsible for that cooperation there were mentioned a vice-headmaster, clubs' chairpersons and coaches.

Tasks realized by the abovementioned persons included among others: fixing hours when students could use facilities of the clubs, cooperation with district authorities, raising funds for activity, organization of sports events, contacts with teachers and parents, looking for children talented in sports, etc.

According to the respondents, all the researched student sports clubs were legal entities⁶. On the other hand, a majority of the school sports clubs were not legal entities. The student sports clubs (in more than 53% of the cases) employed persons dealing with financial issues and bookkeeping or with office work.

More than 60% of the researched teachers were members of sports clubs. A majority of them (more than 46%) were members of student sports clubs. Nearly 43% of the researched were members of those clubs' boards. Some of them performed functions of clubs' chairpersons (3 persons) or vice-chairpersons (6 persons).

In boards of the clubs there were not find underage youth (16-17 years old), although – according to the respondents – in 8 student sports clubs they had passive electoral rights.

A majority of the researched teachers (nearly 70%) were of an opinion that it is justified to found student sports clubs and school sports clubs in the same schools. One of the respondents proclaimed that such a situation is justified only in the case of schools with sports classes. According to him, student sports clubs should have an offer addressed first of all to sports classes and school sports clubs – to other classes.

A majority of the researched (over 78%) were

⁵ Unrestricted access to sports facilities in the district had, according to an opinion of one of the teachers – students of a special school in the Świnice Warckie district (Łęczycki county, Łódzkie province).

⁶ One of the respondents maintained UKS Wilanowia is not a legal entity. That information, however, turned out to be false.

also of an opinion that cooperation between the student sports clubs and the school sports clubs is quite good, good or harmonious.

The role played by the student sports clubs and the school sports clubs in the process of physical education was clearly proved by various forms of cooperation between school teachers and those clubs. They consisted in, among others, holding sports sections, conducting extracurricular activities, co-organization of sports events and camps, coordination of activities of students training in the clubs in order to prevent overlapping of school and club activities and to make them more efficient, etc.

Only in two cases the principle of double membership was fully realized – that is, 100% of members of school sports clubs were simultaneously members of student sports clubs. In some schools there were no active school sports clubs.

Owners of sports equipment used by athletes from the researched clubs were usually schools and the clubs. Sometimes it was owned by town sports or recreation centres or by the very athletes. Sports equipment used by students who were athletes in the sports clubs was bought for the clubs' own funds (among others, those get for sports achievements), funds from municipal councils and from sport unions.

Among the researched entities there were found 6 cases of so-called "fictitious" founding of student sports clubs in order to get funds and sports equipment. According to one of the respondents, there are several student sports clubs of that kind in Giżycko. They generally do not conduct training activity and training is dealt with other organizations. Another researched person proclaimed: "I know cases that clubs founded in 2000 and 2001 got equipment and it was the end". Attention should be also turned to an opinion of one of the teachers, who stated that "nowadays it would be pointless, a fictitious student sports club would not get funds, because points are given for sports competition and athletes cannot be doubled".

Functions realized by student and school clubs in the process of physical education

While describing functions realised by the student sports clubs and the school sports clubs there were taken into account:

1. kinds of sports developed by the researched clubs,
2. degree of popularity (number of members – the absolute one and in relation to the total number of students in a given school) and their social structure regarding gender,

3. the greatest sports achievements of students who are athletes in those clubs,
4. degree of fulfilment of the following functions: the didactic one, the educational one, the health-oriented one, the entertaining one, the integrating one, the competitive one,
5. main problems the researched clubs were dealing with,
6. basic sources of clubs' income and costs,
7. social significance of performed functions, which is expressed by getting the status of a social benefit organization.

The student sports clubs conducted activity in the following sports: volleyball (14), football (14), swimming (11), track and field (5), floorball (3), taekwondo (3), triathlon (3), table tennis (3), modern pentathlon (2), fencing (2), badminton (2), handball (2), basketball (2), dancing (1), shooting (1), rugby (1), sailing (1), horse riding (1)⁷.

The number of sports developed by school sports club was smaller. They included: football (13), volleyball (10), basketball (5), track and field (4), handball (4), swimming (3), badminton (2), table tennis (2), canoeing (1), skiing (1), floorball (1), taekwondo (1).

According to the opinion of an overwhelming majority of the researched teachers, the number of members of particular student sports clubs or school sports clubs was between 50 and 90 persons. In 11 cases it was reported that the number of members of those clubs is higher and it is from 100 to 200 persons (6 cases) or more than 200 persons (5 cases). One of the respondents proclaimed that the number of members of a student sports club he knew was not higher than 30. It was found out that more than 100 of members were declared only in those cases when only one club (a student sports club) was active in a given school.

According to the researched, a proportion of students of a given school who practised sports in student and school sports clubs consisted usually of several percent of them (from 2% to 10%). In 2 cases it was smaller – less than 1%. On the other hand, there were schools where more than 20% of students participated in activities of student sports clubs and school sports clubs (7 cases)⁸.

⁷ The abovementioned data about sports preferred in student sports clubs differ from results of the research by R. Tomik and W. Kudlik, who came to a conclusion that "korfbal, floorball, roller skating sports, baseball and canoeing are sports which are the most often practised in student sports clubs thanks to one of tasks of the programme – equipment assistance" [Tomik, Kudlik 2008: 93].

⁸ That data is convergent to results of research by R. Tomik, who found out that student sports clubs embrace about 9% of schoolboys and schoolgirls [Tomik 2008].

Table 3. Functions of student sports club and school sports clubs according to the respondents' opinion

No.	Kind of function	Student sports clubs		School sports clubs	
		Points	% ¹¹	Points	% ¹²
1.	Didactic	233	77.7	175	76.1
2.	Health-oriented	232	77.3	179	77.8
3.	Educational	231	77.0	186	80.9
4.	Integrating	222	74.0	170	73.9
5.	Competitive	204	68.0	149	64.8
6.	Entertaining	180	60.0	151	65.6

Source: the authors' research

Sports activities organized by the student sports clubs and the school sports clubs were usually participated by similar numbers of boys and girls. In the case of seven clubs greater participation of boys than of girls was pointed out and in three other cases it was emphasized that girls are interested in sport more often. In the clubs when a percentage of girls was higher than that of boys (girls constituted 60-70% of persons practising sports) there were developed such sports as, among others, badminton, table tennis, swimming, handball, volleyball and track and field.

In some student sports clubs schoolgirls and schoolboys practising sports had considerable achievements. They included:

- participation in the pentathlon world championships,
- 4th place in the pentathlon World Cup,
- medals in national championships in various sports (kick boxing, badminton, swimming,
- participation in national championships (triathlon, taekwondo),
- representing Poland in football games in the age categories U-14, U-15, U-16,
- medals in national and provincial youth games,
- participation and medals in regional, provincial, county and district games in various sports (floorball, table tennis, volleyball, track and field, handball)⁹.

According to the respondents' opinion, the student sport clubs and the school sports clubs performed mainly didactic, health-oriented, educational and integrating functions. Other functions – including the competitive one and the

⁹ Data about sports achievements of student sports clubs confirm observations of R. Tomik and W. Kudlik, who remarked that “the real function of student sports clubs, which was not assumed by their originators, has become its significant participation in seniors' competitive sport. A part of student clubs have achieved the sport and organization level which made it possible for them to participate in top sport, also in the category of seniors” [Tomik, Kudlik 2008: 92].

entertaining one – were treated as less important (table 3)¹⁰.

The basic problems the clubs were dealing with were financial problems, the problems of a material basis and sports equipment. There were also mentioned such factors as children's diminishing interest in active participation in sport, lack of understanding manifested by teachers of other subjects, lack of sponsors, lack of good cooperation with school and municipal authorities.^{11,12}

While proclaiming their view on that issue, particular respondents emphasized that:

1. “lack of financial stability makes it impossible to employ full time workers, while there is practised a wide range of sports (biathlon, swimming, modern pentathlon, triathlon, fencing, sports shooting)”;
2. “there are no funds for full realization of the programme (organization of events, purchase of equipment, organization of camps”;
3. lack of funds makes it impossible to employ persons “dealing with financial issues and bookkeeping”.

Activity of student sports clubs and school sports clubs would be impossible without incomes. In the case of the student sports clubs they came from town (district, county) authorities, from sponsors, from school headmasters, sports federations, parents and donors. The school sports clubs supported themselves mainly from donations from town (district) authorities and from schools. Among sources of income there were also mentioned membership fees.

¹⁰ The programme “Sport for all children” assumed that student sports clubs should perform didactic-educational functions – cf. J. Urbańska [2000]: *Uczniowskie kluby sportowe w programie „Sport dla wszystkich dzieci”* [in: *Sport wszystkich dzieci zadaniem rodziny, samorządów terytorialnych i stowarzyszeń kultury fizycznej*, Krajowa Federacja Sportu dla Wszystkich, Warszawa.

¹¹ The level of realization of particular functions of sports clubs expressed in percentage terms was counted by dividing the general number of obtained points into the maximal number of points possible to be obtained.

¹² See above

Among the basic costs of activity of both kinds of clubs there were the purchase prices of sports equipment, costs of going for sports competitions, costs of remunerations for coaches, instructors and for office work and bookkeeping.

In the case of the student sports clubs there were also costs of organization of camps, payments for athletes' licenses, costs of transport.

Only two of the researched clubs which conducted their activity among children and youth had a status of public benefit organizations¹³.

Directions for improvement of the process of out-of-school physical education

In an attempt at determining of directions for improvement of the process of the out-of-school physical education, there were collected the teachers' opinions on:

1. demands concerning improvement of students' and student sports clubs' effects,
2. current general legal regulations concerning that type of clubs in Poland,
3. legal and organization solutions in Poland facilitating better cooperation between student sports clubs and school sports clubs – and between them and their environment.

In order to improve effects of activity of the student sports clubs it is needed: to get higher financial means from district authorities, to improve cooperation with sponsoring companies and organizations, to win over a greater number of members, athletes and parents for the clubs' activities, to put a greater stress on promotion of particular sports developed in the clubs, to organize cyclical sports competitions, to motivate schools' headmasters for cooperation with clubs more successfully, to educate coaching staff, to organize a system of competition between student sports clubs in a province and to reward the best student sports clubs by giving them sports equipment, to make an automatic change of the status of student sports clubs into public benefit organizations, to encourage youth to practice sports more efficiently, to employ managers who will get the clubs' activities going.

In order to improve effects of the school sports clubs' activities the researched demanded: improvement of the training basis and building new sports facilities at schools, increasing the number of extracurricular PE lessons, raising the training

level of coaching staff, employing a greater number of instructors, taking part in cyclically organized competitions.

The researched teachers were not unanimous regarding the issue of influence of the existing (external and internal) legal regulations on activity of the researched sports clubs. Adherents of existing legal regulations maintained that they do not restrict student and school sports clubs' activities at all and that "it is only necessary to want".

A greater number of negative arguments were presented by opponents of existing legal solutions. One of the researched remarked that student sports clubs cannot develop economic and non-profit activity in the field they know the best. "The 2010 act on sport broadened the definition of physical culture, what caused that it is impossible to separate sport from recreation and conduct economic activity in the form of recreation services". Another of the researched said that current legal regulations make it impossible to exempt clubs from taxes, whereas means given by sponsors should be partially deduced. It was also emphasized that "after foundation of a student sports club in a school it practically cannot function without financial assistance from municipal authorities. Legal regulations do not regulate the issue of financing of student sports clubs. After foundation of a student sports club it is only possible to get sports equipment. Then there is only an uphill struggle".

There were also pointed out "imperfections" of current legal regulations in the educational system. It was emphasized that from the formal viewpoint schools are not obliged for making sports facilities available to student sports clubs. Cooperation between them takes place according to the principle of mutual agreements.

Institutions mentioned as those which could participate in the process of out-of-school physical education more effectively were the following: sports unions, private companies rendering sports-recreation services, foundations, clinics, the Ministry of Sport and Tourism, the School Sports Union, community centres, other associations including congregational ones.

Summary and conclusions:

1. In the years 1994-2010 there was very dynamic growth of the number of student sports clubs in Poland. In the half of 2000s it exceeded 6 thousand (almost 50% of all the clubs in Poland).
2. The idea of foundation of student sports clubs as legal entities was harmonious with the idea of civil society and of making clubs and their

¹³ They were: the Sports Club "Sokół" in Sokółka and the Association "We Have Big Hearts" in the Świnice Warckie district. From the formal viewpoint they were not, however, student sports clubs.

members autonomous. The previous conception of founding student sports clubs as units of the School Sports Union based on its internal regulations turned out in that context to be less attractive.

3. Activities of student sports clubs and school sports clubs in the same school environments is not perceived as rivalry. According to the status regulations of the School Sports Union, student sports clubs can be its ordinary members.
4. The student sports clubs and the school sports clubs have an established position in school environments, although their cooperation with headmasters of particular schools is not always ideal.
5. The student sports clubs and the school sports clubs which are active in school environment are usually small: they consist of 1-3 sections and have several dozen members. Sports activities conducted by those clubs are usually participated by several of a dozen or so percent of all children or youth from particular schools.
6. The most important functions performed by a majority of the student sports clubs and the school sports clubs included: didactic ones, health-oriented ones, educational ones and integrating ones. The rest of the functions, including recreation ones and entertaining ones, were performed to a smaller degree. Some of the student sports clubs achieved very good results in competitive sports.
7. The basic problems faced by the researched entities included financial problems, those concerning the material basis and sports equipment.
8. Increase in effectiveness of student sport clubs' and school sports clubs' activities would be possible thanks to systemic changes in many dimensions – including the marketing one, the legal-organizational one, the training one, and the financial one – and thanks to better cooperation with environment.

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Kluby sportowe w środowisku szkolnym w Polsce

Słowa kluczowe: środowisko szkolne, proces wychowania fizycznego, szkolne kluby sportowe, uczniowskie kluby sportowe, funkcje klubów sportowych

Streszczenie

W środowisku szkolnym w Polsce funkcjonują dwa zróżnicowane pod względem tradycji kluby: szkolne i uczniowskie. Pierwsze rozpoczęły swoją działalność w latach 50. XX wieku w ramach struktur Szkolnego Związku Sportowego, drugie blisko 40 lat później jako stowarzyszenia nie rejestrowane przez sądy, ale wpisywane do ewidencji starostów powiatowych. Uczniowskie kluby sportowe, pomimo krótkiego okresu funkcjonowania charakteryzuje niespotykana, nigdy dotąd, dynamika wzrostu pod względem ilościowym.

Celem niniejszego opracowania była próba zdiagnozowana działalności uczniowskich i szkolnych klubów sportowych pod względem ilościowym i jakościowym.

W przypadku diagnozy pod względem ilościowym chodziło o rozpoznanie zmian ilościowych, w obu typach klubów, w okresie wspólnej koegzystencji w szkołach. Przedmiotem zainteresowania była w szczególności liczba klubów, sekcji, członków, ćwiczących oraz kadry szkoleniowej w latach 1990-2010.

W przypadku diagnozy pod względem jakościowym chodziło o rozpoznanie jak działalność tego typu podmiotów postrzegana jest w terenie, przez ludzi pracujących na co dzień w tych organizacjach.

W pracy poszukiwano odpowiedzi na pytania:

1. Jakie jest miejsce uczniowskich i szkolnych klubów sportowych w procesie wychowania fizycznego?
2. Jakie funkcje realizują uczniowskie i szkolne kluby sportowe w procesie wychowania fizycznego?
3. Jakie zmiany mogłyby usprawnić proces wychowania fizycznego, w tym zwłaszcza pozaszkolnego wychowania fizycznego?

W przypadku badań jakościowych grupę badaną stanowiło 30 nauczycieli wychowania fizycznego - uczestników Podyplomowych Studiów Menedżerskich Organizacji i Zarządzania w Kulturze Fizycznej podnoszących swoje kwalifikacje w ramach realizacji projektu współfinansowanego ze środków Unii Europejskiej. Badani respondenci pochodzili m.in. z: Warszawy, Białegostoku, Elku, Sokółki, Giżycka, Aleksandrowa Łódzkiego, Ciechanowa, Brodnicy, Iławy, Lipna, Żuromina. Pracowali oni w szkołach (podstawowych lub gimnazjach, rzadziej w liceach lub technikach), które

współpracowały z uczniowskimi i szkolnymi klubami sportowymi. Średni staż pracy w szkolnictwie badanych osób wyniósł 11 lat.

Podstawowym narzędziem badawczym była ankieta składająca się z 40 pytań. Analizie poddano indywidualne wypowiedzi respondentów.

Płaszczyzną odniesienia przy opisie i interpretacji wyników badań własnych na temat uczniowskich klubów sportowych były wcześniejsze badania prowadzone przez innych autorów w zakresie niniejszej tematyki, w tym zwłaszcza wyniki badań prowadzone przez R. Tomika [2006, 2008a, 2008b] oraz R. Tomika i W. Kudlika [2005, 2008, 2011].

W latach 1994-2010 nastąpił bardzo dynamiczny rozwój ilościowy uczniowskich klubów sportowych w Polsce. Już w roku 2006 ich liczba przekroczyła 6,8 tysięcy, podczas gdy liczba szkolnych klubów sportowych w ostatnich kilkunastu latach systematycznie malała (od 313 w roku 1998 do 106 w roku 2010).

Pomysł utworzenia uczniowskich klubów sportowych jako podmiotów posiadających osobowość prawną dobrze wkomponował się w ideę społeczeństwa obywatelskiego i usamodzielniania klubów oraz ich członków. Dotychczasowa koncepcja zakładania szkolnych klubów sportowych jako jednostek regulaminowych Szkolnego Związku Sportowego, okazała się w tym kontekście mniej atrakcyjna.

Działalność uczniowskich i szkolnych klubów sportowych w tych samych środowiskach szkolnych nie jest postrzegana jako działalność konkurencyjna. Uczniowskie kluby sportowe mogą być członkami zwyczajnymi Szkolnego Związku Sportowego, w świetle zapisów statutowych tego Związku.

Uczniowskie i szkolne kluby sportowe posiadają ugruntowaną pozycję w środowisku szkolnym choć ich współpraca z dyrekcjami poszczególnych szkół nie zawsze układa się wzorcowo.

Uczniowskie i szkolne kluby sportowe prowadzące działalność w środowisku szkolnym to najczęściej kluby małe 1-3 sekcyjne, liczące kilkudziesięciu członków. W zajęciach sportowych prowadzonych przez te kluby uczestniczy zwykle od kilku do kilkunastu procent wszystkich dzieci i młodzieży poszczególnych szkół.

Do najważniejszych funkcji realizowanych przez większość uczniowskich i szkolnych klubów sportowych należały funkcje dydaktyczne, zdrowotne, wychowawcze i integracyjne. Pozostałe funkcje, w tym funkcja wyczynowa i rozrywkowa realizowane były w mniejszym zakresie. Niektóre uczniowskie kluby sportowe osiągały bardzo dobre wyniki w sporcie wyczynowym.

Do podstawowych problemów z którymi borykały się badane podmioty należały problemy finansowe, bazy materialnej i sprzętu sportowego.

Zwiększanie efektywności działania uczniowskich i szkolnych klubów sportowych jest możliwe poprzez zmiany systemowe na wielu płaszczynach, w tym płaszczynie marketingowej, prawno-organizacyjnej, szkoleniowej, finansowej oraz poprzez lepszą współpracę z otoczeniem.