VÁLTOZÓ ÉRTÉKEK A TESTKULTÚRÁBAN, A MINDENNAPOS TEST-NEVELÉS JELENTŐSÉGE A FIATALSÁG SZEMLÉLETFORMÁLÁSÁBAN

I. rész

CHANGING VALUES IN BODY CULTURE; SIGNIFICANCE OF EVERYDAY PHYSICAL EDUCATION IN SHAPING YOUNG ADULTS' VIEWS ON SPORTS AND HEALTH FIRST PART



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Abstract: The aim of our research is, through the method of questionnaires, to find out how important physical education (that is, P.E. lesson) is for those questioned (elementary school children, university students). Moreover, we also wish to seek the opinion of parents about the importance and necessity of the introduction of everyday physical education. We have also studied the positive and negative attitudes and their values among children that are present among schoolchildren regarding everyday physical education.

Students generally think that physical education is as important as any other subjects, although boys consider it to be more important than it is with girls (Pearson Chi-Square=0.000). Those university students who have regularly done sports during their high school years generally do more sports during their university years, too, thus positive transfer effect connects frequency of doing sports, evaluation of efficiency and motivated, regular sports activity. 70% of the parents agree with the necessity of the introduction of everyday physical education. Students agree significantly more with the positive statements (for example: "I began doing sports" (69.9%), "I became more skilful" (71.8%) "now I know more kinds of sports" (75%)) connected to the introduction of everyday physical education than with negative ones (for example: "less time could be spent on other things" (36.1%)).

Keywords: physical activity, everyday physical activity

Introduction

Health and health behaviour of young people is an extremely important topic because this is the age when

they learn and adopt such patterns which will have affect on their later lives (Rácz, 2005). From the behavioural aspects threatening health inactivity and risk behaviour (smoking, alcohol or drugs consumption, early sexual activity) are prominent. Unhealthy eating and inactive life was considered to be the most important risk factors in 2010 for the whole world (Lim et al., 2012). The way of life of the adolescents (food consumption, physical activity, risk behaviour) is also important in connection with determining the health conditions of the society in general. If we support healthy choices in adolescent age, it improves possibility of positive outcomes in adulthood (Páll, 2004). From the elements of health behaviour, regular physical activity (60 minutes of medium intensity activity per day is acceptable (Strong et al, (2005), and doing sports is important even more so because regular activity during adolescent age is beneficial for an active life in adulthood (Telama et al, 2005). Pusztai (2009) thought that doing sports is an extracurricular activity having positive effect on improving learning efficiency. For decades now, scholars and researchers have been using negative denominations for Hungary in connection of sports and physical activities (Gál. 2008). Thus the statement of Mikulán (2013) could well be justified: it says that the introduction of everyday physical education is a significant turning point in the teaching of P. E. Health behaviour of students may turn to permanently positive with the help of physical education.

Role of sports in education

Sport strengthens human capital of our country. Values represented through sports help to improve knowledge, motivation, abilities, and also to increase inclination through personal commitment. Time spent on sports-related

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activities in the school or at the university has healthcare and educational advantages which are to be improved further (WHO, 2003.)

Sports strengthen the feeling of being involved, being a part of something good. In this context it is important to let everybody have the same opportunities for sports and other activities that are interconnected.

According to the National Sports Strategy the most important aim of the state is to constantly improve the life quality and health of its people through using least possible state resources. Only a properly trained, dynamic society, individual or group is able to perform improvement, development and quality work. Ideally doing sports plays a major role in preserving physical and mental health, besides, forming conscious health awareness behaviour. It transmits technics and methods to be used for choosing good conduct of one's life, and it is also one of the most important tools of education, which provides solutions through play for the adolescents and also gives way to fulfil oneself. Beyond all these, sports can have a major role

in tightening family and society bonds, spending free-time in a meaningful way and providing possibilities of leisure time Sport is a source of joy, resting time, and also delight. It is a useful way of spending time, and can have practical advantages by improving the social position of socially disadvantaged groups and individuals. Through all these, sports essentially contribute to the improving of quality of life (Sport XXI. National Sports Strategy, 2007).

Sports and physical education are parts of our universal culture, the versatility, rich source of knowledge, results and efficiency is natural for most of us. Physical activity has a number of effects besides health preserving and improving, which we usually get to know in the framework of organized education: first in kindergarten, then in school and in sport clubs. The more influences and impacts meet the personality, the more

possibilities are present for the unfolding of its abilities and personal traits. We can improve motivation, activity, self discipline, resoluteness, bravery, strong will, the ability to fight, self esteem, tolerance of pain and we may also create reasonable real self-image. Our personal traits are all important for finding our place in modern society and creating optimal conditions for our personal lives and happiness. In the case these personal traits became solid behavioural patterns set on physical education lessons and in sports club trainings, these may be transferred to other areas of life. The role of physical education teachers is to call the attention of students to the importance of personal traits acquired during doing sports, and thus the whole behavioural spectrum of a child might be influenced (Bíróné, 1983).

Importance of the subject, popularity, and significance thereof

Hamar (1998) makes it clear that physical education does not mean only the time spent in the class or on sporting fields far from the school. It is also a cultural field which, combined with other kinds of educational possibilities, tries to find solutions to complex problems of education and growing up. It takes a role in creating balance between physical and mental health, introduction to healthy lifestyle, fighting against harmful substances, and shaping the necessary methods of hygiene and sexual behaviour, in recreation and rehabilitation. It also helps adolescents see how recreation and rehabilitation. Besides, physical education lessons helps achieve the suggested amount of physical activity, which is 60 minutes per day as suggested by the WHO for the age group between 5 and 18 years (Strong et al, 2005).

The school system, and especially physical education is for shaping the physical appearance (Kirk 1998) and soul (Rose 1990) of the children. Many researches have confirmed the effects of physical education lesson on daily physical



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activity (Morgan et al, 2007), short-range effects on health, for example overweight (Drake et al, 2012), psychological health (Mather et al, 2002) and being fit (Carrel et al, 2005). Efficiency of learning is heavily influenced by the relationship of the student with the actual positive attitude of him/her. Positive emotions increase performance level, and negative decrease, thus the popularity of physical education lessons might contribute to the improving performance in connection with other school subjects (Ballér, 1978). Sports during tertiary education has the task of providing two hours of free sports activity to every student as required by the sports-related politics of the EU (Oktatási Hivatal, Education Office, 2008).

The survey of Gordon-Larsen et al (2000) completed among adolescents has also shown that even one physical education lesson per week could enhance the probability of the

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students obtaining the most advantageous level of physical activity, and five physical education lessons per week almost doubled the possibility thereof. Shephard et al (1984) have conducted a five-year long follow-up system survey and have shown that the group which had five P.E. lessons per week performed better in school than the control group (they had only one physical education lesson per week).

It is important to learn what students think about the particular subject. Oláh and Makszin (2005) studied the relationship of the Hungarian elementary and high school students to physical education lesson (n=897). It has revealed that 94% of the students thought that the subject was important. According to Bíróné (2004) it is a fact that the favourite subject of all is physical education. Báthory (1997) also elaborates on the question and says that among elementary school children physical education is outstanding as it is loved more than any other subjects, however, he also adds that this decreases with the growing up of the children and it is also more popular with boys than it is with girls. This is further confirmed by hamar and his colleagues whose research included Hungarian and Transylvanian students in the school year of 2006/2007.

On the basis of the results of a nationwide representative research 60% of the elementary school students liked physical education lessons, and 22% did not like it. Similar results have been found in secondary education, however, in tertiary education assessment of the question have significantly deteriorated, and the importance of sports has decreased. Men have preferred sports rather than women. Those who did not like physical education lessons mentioned strain, not having proper skills and grades as the main factors for disliking the subject (Neulinger, 2009).

Everyday physical education

Everyday physical education, besides, health preservation programmes are important parts of the systematic processes of developing health behaviour of children. A number of scientific researches have proven the importance of the introduction of everyday physical education. Besides education, family is the second main important area which can contribute to health improvement, because, complex (obligatory) programs in the school for health preservation are aimed at these aspects (Frantz - Chandeu, 2011). Influencing conscious health behaviour of the students may be accomplished by creating strong bonds between physical education teachers and health preservation specialists. Physical education lessons need to contribute to the regular physical activity (Bognár, 2005). F. Mérey (2007) voiced critical opposition in connection with everyday physical education when he stated that health preservation effect of sports is extremely little and physical development of students is not conscious. Therefore he proposes the modernization of the subject, in which important aims include improvement of the moral appreciation of teachers and educators besides emphasizing health preservation - and improvement effects. Elbert (2010) suggests the education of positive experiences in connection with sports, in a way that it should give room for performance, too.

Introduction of everyday physical education is an important turning point in the presence of physical education in

schools which was also possible because of the professional background work and scientific research results of the previous decades. Students' commitment to sports was determined by the regular physical activity but also by cherishing strong bonds with their physical education teachers, which in turn positively affects their school performance (Mikulán, 2013).

On the World Youth Day in March 2014 a public opinion poll was conducted via telephone and it has revealed that third of the parents have noticed the positive effects of the everyday physical education and according to their opinion regular physical activity has positive effects on the behaviour, general mood and learning performance of their child.

Empirical research

Introduction of the sample

The aim of our research is at first to see how important physical education is for those questioned (elementary school pupils, university students). On the other hand, we also aim to find out how necessary the introduction of everyday physical education is to parents, furthermore, to look at the values of positive and negative attitudes regarding everyday physical education among students affected.

The research was conducted in the form of a self-completion questionnaire in four different (state-funded, church-funded, ministry-funded and other (Waldorf)) institutions in Nyiregyháza (N=285), in May 2014. During evaluation, we have used the multivariate function analysis besides frequency researches and cross table reference.

One grade from the upper classes (from 5th year to 8th year) from each school have taken part in the sample. The questionnaire was composed by the authors and contained several parts (with aligning questions concerning everyday physical education to the aims of the National Curriculum), sports habits, free-time activities, learning performances, questions aimed at the subject attitudes, health preservation customs, sociological background. In the case of university students the questionnaire was handled out at the University of Debrecen (n=2950) (in the years 2007-2009), and representativity is realized for the distribution per different faculties, because in terms of faculties rates are similar in the base population. Authenticity of the sample was also testified and proven by the so-called Crombach-alpha indicator. As the indicator always crossed the critical 0.6 value we deem this sample authentic.

In the case of parents (n=1007) the sample taking was conducted within the framework of the nationwide Omnibus research in January 2014 which was realized by the TÁRKI Társadalomkutatási Intézet (Social research Society for Social Research). The taking of the samples was according to the probability sampling process. With this method the deductions taken from the data collected – within the borders of the statistical sample failure – may be generalized for the whole of the population. In order to be sure that the rates of those in the sample are the same as those in the whole of the adult Hungarian population (in terms of gender, age group, education and type of settlement), the sample was weighted and thus the weighted sample matches well the respectable data of the adult Hungarian population in terms of gender, age group, type of settlement and education.

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