

VÁLTOZÓ ÉRTÉKEK A TESTKULTÚRÁBAN, A MINDENNAPOS TESTNEVELÉS 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



1 Author's name: **ÁGOSTON NAGY**

Workplace: University of Debrecen Medical and Health Science Center (UDMHSC), physical education teacher, trainer

Address: 4032. Debrecen, Móricz Zsigmond krt.22.

Email: gusti@med.unideb.hu

Scientific activity: University of Debrecen, Doctoral School Of Humanities, Doctoral Programme of Socio-Historical Connections of Education and Culture

The email address may be featured in the journal for further contact purposes

2 Author's name: **GÁBOR FINTOR**

Workplace: NYÍR-TEL-SZOL NONPROFIT KFT.

Nyírtelek, Nyírteleki Községi Ház és Városi Könyvtár, public culture manager

Address: 4461, Nyírtelek, Iskola u. 2.

Email: fintor.gabor@gmail.com

3 Author's name: **SZILVIA BORBÉLY**

Workplace: Nyírteleki Általános Iskola, principal

Address: 4461, Nyírtelek, Iskola u. 2.

Email: urbinneszilvi@gmail.com



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

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.

CONTINUED IN THE NEXT ISSUE.

Literature

- Ballér Endre (1978): B. S. Bloom: Az iskolai tanulás és az emberi sajátosságok-Bloom tanuláselmélete. (Learning in school and human characteristics – learning theory of Bloom) *Pedagógiai Szemle* 12, 1135 - 1137.
- Báthory Zoltán (1997): *Tanulók, iskolák – különbségek*. (Students, schools, differences) Budapest: OKKER Kiadó.
- Bíróné Nagy Edit (1983): *Sportpedagógia* (Sports education theory). Budapest: Dialóg Campus Kiadó.
- Carrel, A. L. and colleagues (2005): Improvement of fitness, body composition, and insulin sensitivity in overweight children in a school-based exercise program: a randomized, controlled study. *Archives of Pediatrics & Adolescent Medicine* 159 (10), 963–968.
- Drake, K. M. and colleagues (2012): Influence of sports, physical education, and active commuting to school on adolescent weight status. *Pediatrics* 130 (2), 296 - 304.
- Elbert Gábor (2010): Testnevelés és európai kulcskompetenciák a közoktatásban. (Physical education and European key competences in public education) *Magyar Sporttudományi Szemle* 11, 41, 10-13.
- Fintor Gábor János – Szabó József (2013): Correlations of Sport Levels and Popularity of Sport Programmes among Elementary School Students. *Recreation, a Közép-Kelet Európai Rekreációs Társaság Tudományos Magazinja*. issue IV/2., 11-16. p.
- F. Mérey Ildikó (2007): Ajánlás a testnevelés tantárgy korszerűsítéséhez 1-12. évfolyam számára. (Suggestions for the modernization of physical education in elementary and high schools) *Magyar Sporttudományi Szemle* 8 (29), 56-50.
- Frantz, J-Chandeu, M (2011): School-based interventions on physical inactivity as risk factor of chronic diseases of lifestyles: A review. *African Journal for physical Health Educations, Recreation and Dance*, June (Supplement) 39-48.
- Frenkl Róbert (2004): Egészséges értelmiség? (Healthy intellectuals?) *Élet és Irodalom* 46, (34)
- Gál Andrea (2008): A Magyar lakosság egészségtudatossága és szabadidő-sportolási szokásai. (Health awareness and free time sport habits of the Hungarians) In: Gyöngyi Földesiné Szabó -Gyöngyi – Andrea Gál – Tamás Dóczy (ed.): *Társadalmi riport a sportról*. (Report from society on sports) Budapest: Önkormányzati Minisztérium Sport Szakállamtitkárság és a Magyar Sporttudományi Társaság. p. 9 - 39.
- Gordon-Larsen, P. – McMurray, R. G. – Popkin, B. M. (2000): Determinants of adolescent physical activity and inactivity patterns. *Pediatrics* 105 (6), e83.
- Hamar Pál – Versics Anikó – Adorjánhé Olajos Andrea – Karsai István (2012): 11-18 éves magyar és erdélyi tanulók iskolai testnevelés kötődés vizsgálatának összehasonlító elemzése c. tanulmányról. (Study of commitment of 11-18 year-old Hungarian and Transylvanian students to physical education and the comparative study thereof) *Magyar Sporttudományi Szemle* 13 (51), 10 - 15.
- Hamar Pál (1998): A testnevelés tartalmi korszerűsítésének nemzetközi trendjei a közoktatásban. (International trends in the modernization of physical education within public education) *Új Pedagógiai Szemle* 4, 48-56.
- Kirk, D. (1998). *Schooling bodies: school practice and public discourse 1880 - 1950*. London: Leicester University Press
- LIM, S. S. and et. (2012): A comparative risk assessment of burden of disease and injury attributable to 67 risk factors and risk factor clusters in 21 regions, 1990–2010: a systematic analysis for the Global Burden of Disease Study 2010. *Lancet*, 380 (9859), 2224–60.
- Mather, A. S. and colleagues (2002): Effects of exercise on depressive symptoms in older adults with poorly responsive depressive disorder: randomised controlled trial. *British Journal of Psychiatry* 180, 411 – 415.
- Mikulán Rita (2013): Az iskolai testnevelés szerepe és jelentősége az egészségfejlesztésben. (Role and significance of the physical education in school regarding improvement of health) *Új Pedagógiai Szemle* 63 (7-8), 48 - 69.
- Morgan, C.F. – Beighle, A - Pangrazi, R.P. (2007): Coordinated school health programs and academic achievement: A systematic review of the literature. *Journal of School Health* 77, 589-600.
- Neulinger Ágnes (2009): A szabadidősport iránti érdeklődés Magyarországon 3. – Társas kapcsolatok és interakciók a sportban. (Interest in leisure time sports in Hungary 3 – Social relationships and interactions in sports.) *Magyar Sporttudományi Szemle* 11, (3-4), 29–32.
- Oláh Zsolt – Makszin Imre (2005): A tanulók viszonyulása a testneveléshez és a testnevelési osztályzatokhoz. (Relationship of students and physical education lessons and grades) *Magyar Sporttudományi Szemle* 6 (21), 23-27.
- Páll Gabriella (2004): *Gyermekegészségügy*. (Child healthcare) In: Mária Bakacs – József Vitrai (ed.): *Népegészségügyi jelentés 2004*. Szakértői változat. (Public healthcare report 2004. Professional version) Budapest: Országos Epidemiológiai Központ. 476-517.
- Pusztai Gabriella (2009): *A társadalmi tőke és az iskola*. (Social capital and the school) Budapest: Új Mandátum.
- Rácz László (2005): *Értékek és ifjúság*. (Values and youth) In: Bettina Pikó (ed.): *Ifjúság, káros szenvedélyek és egészség a modern társadalomban*. (Youth, harmful habits and health in the modern society) Budapest: L'Harmattan Kiadó. 58-85.
- Rose, N. S. (1990). *Governing the soul*. New York: Free Association Books.
- Shephard, R. J. et al. (1984): Required physical activity and academic grades: a controlled longitudinal study. In *Children and Sport* Edited by: Ilmarinen J, Valimaki I. Berlin: Springer Verlag, 58–63.
- Sport XXI. Nemzeti Sportstratégia (National Sports Strategy) 2007-2020 (2007): *Sport Hírlévlé*. (Newsletter) Az Országgyűlés és Területfejlesztési Minisztérium Sport Szakállamtitkárságának heti információs kiadványa. (Official sport-related weekly newsletter of the Hungarian Parliament)
- Strong, W. B.- Malina, R. M.- Blimkie, C. J. R. (2005): Evidence based physical activity for school-age youth. *Journal of Pediatrics* 14, 732–737.
- Telema, R. - Yang, X. - Viikari, J. - Valimaki, I. - Wanne, O. - Raitakari, O. (2005): Physical activity from childhood to adulthood: A 21-year tracking study. *American Journal of Preventive Medicine* 9., 267–273.
- WHO 2003 Report: „Health and development through physical activity and sport” ■