

# VÁLTOZÓ ÉRTÉKEK A TESTKULTÚRÁBAN, A MINDENNAPOS TESTNEVELÉS JELENTŐSÉGE A FIATALSÁG SZEMLÉLETFORMÁLÁSÁBAN

## II. rész

### CHANGING VALUES IN BODY CULTURE; SIGNIFICANCE OF EVERYDAY PHYSICAL EDUCATION IN SHAPING YOUNG ADULTS' VIEWS ON SPORTS AND HEALTH SECOND 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 (Rác, 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.

#### Hypotheses

H1: We assume that students think physical education lessons are important, at the same time, their positive attitudes towards the subject gradually decrease with the passing of years (Báthory, 1997; Hamar, 1998; Oláh and Makszin, 2005).

H2: Among students whose education is funded by the state sport is less important than among those who pay for their own tuition. Sport plays an important role in the life of those who have done already sports in secondary school (Frenkl, 2004).

H3a: Parents deem the introduction of everyday physical education important, and mainly those who have already done more sports in their childhood (Nézópont Intézet, 2014; Mikulán, 2013)

H3b: We presume that on the basis of the students' opinions we are not going to find differences from the positive statements concerning frequency of doing sports (National Curriculum, 2012). In the case of the importance of physical education (that is, P.E.) lesson (H1), 51.6% of the students held the subject to be at

least as important as any of the others. 28.8% places it among the lesser important subjects (Table 1). Significant differences can be observed in the case of boys and girls ( $\chi^2=20,203$ ,  $p=0,000$ ), 60,6% of the boys think the physical education to be at least as important as the other school subjects, while for the girls this rate is only 42.7%. 90% of those who think that P.E. lessons are important are boys. Thus our results confirm our previous researches (Báthory, 1997; Oláh-Makszin, 2005).

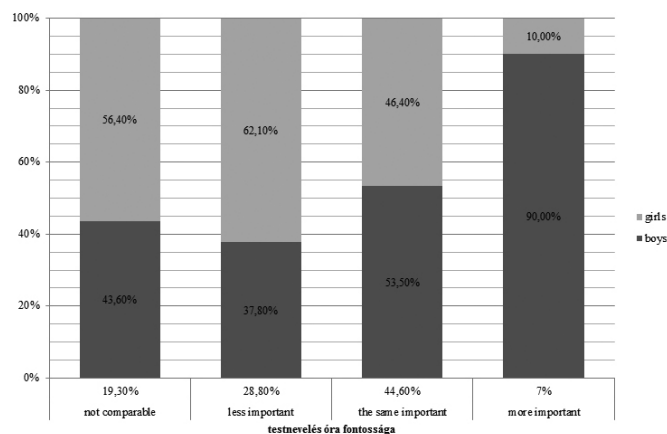


Figure 1. Frequency of doing sports and distribution of gender % (n=285)  $p<0,000$  Source: author's own figures

In the case of examining the second hypotheses, state-funded university students – who rather fulfill terms on physical education lessons – sport is less important as it is for students who pay for their own tuition. We have examined who are those who are willing to pay for regular sports activities (entrance fees, club memberships). The aim of this was to see if the possibilities of the income from the sports services would be a significant addition to the development and working of sports infrastructure. It can be stated that those students who are able to pay for extra services demand quality. (Figure 2). Sport is important in the lives of those who played football, were athletes or were doing other sports in high school. Volleyball-players were the most satisfied with the quality of high school sports. Quality of the level of university sports were degraded by those who do competitive sports.

Young adults who do quality competitive sports at the university make double competition. On the one hand, they are present in their own club – and this is not the university club – as employee, on the other hand, occasionally they put on the traditional sports garment of the university. Role, effect and recognition of these competitions are much less than in high school. Quality is not low, because it is not uncommon to see Olympics winners to be present, but the running of these competitions and financial support of the sportspersons are not on the same level. Draining and keeping effects of the professional clubs are apparent at the same time. Without effective intervention university sport life could not think of improving.

Structure of the Hungarian competitive sport inherited this present system in use. Former sports clubs and associations slowly lose their basis. Large clubs die out. Sports laws prefer the working of clubs to be based on business associations. Sports clubs operating on business or state funds slowly begin to turn inwards and cannot develop. Financing system has been changed. Available financial support is not sufficient for the functioning of the clubs. Moreover, most of the financial support is aimed at leisure sports. In this situation taking part in competitions is only a temporary possibility,

because the aim of these clubs is to accomplish the obligatory tasks, that is to seek and train new supplies. And this is not based on students' sport activities. Thus we cannot say either that the university sports could mean continuation, which is certainly not the top of amateur sports in Hungary.

Sports performance and results were mainly recognized for those who have also done sports activity in high school. Physical education classes can be accomplished by regular (competition) sports activity, and this is mainly true for those who play football, basketball or are involved in athletics.

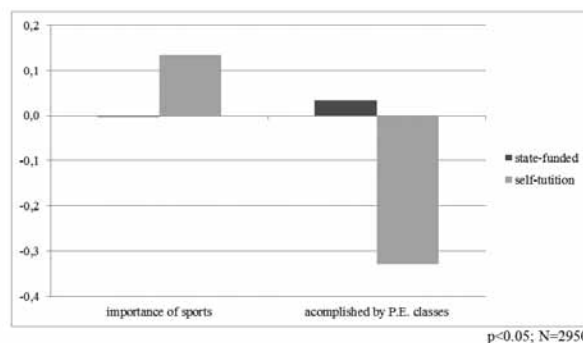


Figure 2. Differences of the opinions of state-funded and self-tuition students  $p<0,05$ ; N=2950 Source: Authors' own data (2007–2008).

In the case of the third hypothesis (H3a) parents had to mark on a five-grade scale (1 denoted "Does not agree at all" and 5 denoted "Completely agrees") how important they think the introduction of everyday physical education was (Image 2). Results showed that 70% of those asked agree with it or completely agree with it, which is considered to be a very high rate, and differs only a little from the values resulted from the researches on the World Youth Day (75%). The 9% of the non-necessary rate lets us conclude that besides teachers, the adult population (potentially the parents) also thought that introduction of everyday physical education was important. This further reinforces the research results of the Nézőpont Intézet.

When analyzing childhood frequency of doing sports, significant differences can be observed (Pearson Chi-Square= 65.746,  $P=0.000$ ). The determining role of this means that higher agreement in connection with the importance of doing sports appeared by those who have done more sports in their childhood.

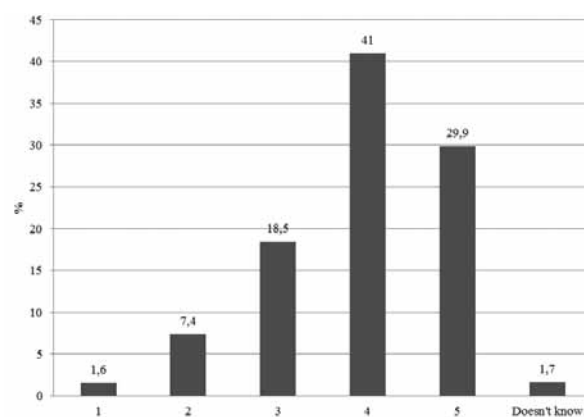


Figure 3. Necessity of the introduction of everyday physical education on the basis of the parents' opinion (%) N=1007 Source: TÁRKI, their own analysis

We have conducted factor analysis regarding the statements in connection with the everyday physical education lessons. The correlation matrix created this way was the basis for the interpretation of the following factors:

	1	2	3	4	5
Physical education teachers have greater expectations	0.379				
I was able to know more kinds of activities and sports	0.654				
I have a greater motivation to be active	0.375				
With its help I became healthier	0.697				
It had a beneficial effect on my school achievements	0.550				
I am more aware of what I eat	0.610				
I started doing sports outside physical education lessons		0.653			
I do even more sports outside physical education lessons		0.814			
Since then I follow sports programmes in TV and on the internet more closely		0.552			
I like physical education lessons more than before			0.784		
I have a better relationship with my physical education teacher			0.834		
I became more skilful thanks to the physical education lessons			0.504		
More time is given for games			0.506		
I can take part in more competitions				0.641	
We achieve more success in sports				0.683	
I do more sports together with my classmates in our free time				0.654	
I do less sports outside physical education lessons					0.217
I am more tired during the day because of this					0.488
I have to spend more time in school					0.702
I have to get up earlier					0.665
I have less time for other free time activities					0.750

Table 1. Results of the factor analysis

Factor 1 (Table 1) included statements that were connected to the efficiency of the work of physical education teachers. Factor 2 included achievements out of school, namely activity as it is, and the commitment to physical activity. Factor 3 included positive statements that showed emotional relationship to physical education lessons. Factor 4 is related to the efficiency of sports. Factor 5 included negative statements.

In the case of frequency of doing sports out of school physical education lessons appear with the highest rank average in the case of those who do sports at least three times a week. That is, those who have already been active in the past say that they carry out even more physical activity in their free time since the introduction of everyday physical education lessons. Popularity of sports programmes (Factor 2) shows direct proportionality to the increase of the frequency of doing sports. In the case of efficiency of doing sports (Factor 4) we have received the highest average values in the case of those who do sports at least three times a week. With negative statements (Factor 5) the values of those who do not do sports are dominant, they feel themselves more tired and they are less active as a consequence of the introduction of the system.

Our results confirm the experiences of the 1980s and are partly aligned with the aims of the NAT (National Curriculum), as the system further encouraged students to be more active who were already interested in sports. According to the given answers though, the system failed to motivate students who generally do little sports.

	frequency of doing sports	rank average
I have larger motivation to be active p=0,025 (Factor 1)	I do not do sports	51,79
	once a week	62,11
	twice a week	77,03
I do even more sports outside physical education lessons p=0,000 (Factor 2)	at least three times a week	82,32
	I do not do sports	28,46
	once a week	38,03
Since then I follow sports programmes in TV and on the internet more closely p= 0,000 (Factor 2)	twice a week	68,38
	at least three times a week	98,76
	I do not do sports	35,11
I started doing sports outside physical education lessons p=0,000 (Factor 2)	once a week	71,95
	twice a week	64,59
	at least three times a week	89,39
I can take part in more competitions p=0,000 (Factor 4)	I do not do sports	32,5
	once a week	33,66
	twice a week	75,28
We achieve more success in sports p=0,000 (Factor 4)	at least three times a week	93,02
	I do not do sports	38,76
	once a week	71,84
I do more sports together with my classmates in our free time p=0,000 (Factor 4)	twice a week	69,56
	at least three times a week	88,11
	I do not do sports	44,57
I do less sports outside physical education lessons p=0,000 (Factor 5)	once a week	67,24
	twice a week	72,82
	at least three times a week	85,39
I am more tired during the day because of this p=0,015 (Factor 5)	I do not do sports	45,43
	once a week	61,24
	twice a week	66,87
I have to spend more time in school	at least three times a week	90,06
	I do not do sports	111,93
	once a week	103,58
I have to get up earlier	twice a week	84,8
	at least three times a week	54,24
	I do not do sports	88,35
I have less time for other free time activities	once a week	98,76
	twice a week	74,9
	at least three times a week	66,83

Table 2: Statements in connection with everyday physical education (factors) and frequency of doing sports (rank average) (n=140) Source: authors' own figures

Summary

The physical strength, health, carrying capacity and stamina of the growing up generation significantly below than that in other countries of Europe. Stopping this process requires overall social cooperation, in which essential roles are assigned to education institutions, elementary schools and the introduction of everyday physical education that took place in 2012. Researches have been reporting that five physical education lessons per week effectively help achieve the necessary training and is advantageous for the students' school performance. Those who regularly do sports are more confident, future-oriented, are more healthy and in better mental and psychological state than others.

Our first hypothesis was partly confirmed because although those asked deem physical education lessons important, but this does not decrease with higher grades.

Our second hypothesis was confirmed on the basis of which former frequency of doing sports, evaluation of the achievements among university students and the regular motivated sports activities have transfer effect among them.

In the case of our third hypothesis 70% of the parents agreed to the introduction of everyday physical education. During the evaluation of the crosstable we have found significant differences in the case of variables of place where these students lived and sports customs during childhood. All these support the idea that sports activities habits in childhood determine relationship of the adults to sport, which directly affects sport habits of the children, and in this case, to everyday physical education, to physical education as a lesson and to his or her teacher.

Our fourth hypothesis has not been confirmed, as according to the students everyday physical education failed to motivate those who did not do any sports or did only little in the past.

Thus in the case of frequency of doing sports we may notice differences among the positive answers given regarding to everyday physical education.

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