

ARTICLE BY B. ANTALA & D. SONA & S. JAROMIR - FOUR LANGUAGES ABSTRACTS

THE RELATIONSHIP OF HIGHER AND LOWER PHYSICAL FITNESS LEVEL PUPILS TOWARDS SCHOOL PHYSICAL EDUCATION

This study compares the attitude of Slovakian pupils of both genders and different physical fitness toward school physical education and their relationship with it. Their fitness level was assessed by the Eurofit test battery and their opinions about Physical Education classes were collected by means of a questionnaire. Results have demonstrated that the pupils of lower physical fitness level, especially girls, have a less positive relationship with PE lessons.

Key words: school physical education, fitness level, gender, motivation.

LE RAPPORT DES ÉLÈVES D'APTITUDE PLUS GRANDE OU PLUS PETITE AVEC L'ÉDUCATION PHYSIQUE SCOLAIRE

Cette étude établit la comparaison entre l'attitude d'élèves slovaques des deux sexes et de capacités diverses en ce qui concerne l'éducation physique scolaire et leurs relations avec de telles pratiques. Le niveau de capacité a été mesuré par l'ensemble de tests Eurofit, et les opinions des élèves, à propos des classes d'éducation physique ont été obtenues par le moyen d'un questionnaire. Les résultats montrent que les élèves possédant un niveau de capacité physique plus bas, surtout les filles, ont des relations moins positives avec les classes d'éducation physique.

Mots-clefs: éducation physique scolaire, niveau de capacité, genre, motivation.

LA RELACIÓN DE LOS ALUMNOS DE MAYOR O MENOR CAPACIDAD FÍSICA CON LA EDUCACIÓN FÍSICA ESCOLAR

El presente estudio compara la actitud de alumnos eslovacos de los dos sexos y capacidades físicas diversas en lo que se refiere a la Educación Física Escolar y sus relaciones con esas prácticas. El nivel de capacidad física fue medido por el conjunto de testes Eurofit, y las opiniones de los alumnos respecto a las clases de Educación Física se colectaron a través de cuestionario. Los resultados muestran que los alumnos con nivel de capacidad física más bajo, sobre todo las niñas, tienen relaciones menos positivas con las clases de Educación Física.

Palabras-clave: educación física escolar, nivel de capacidad, género, motivación.

A RELAÇÃO DOS ALUNOS DE MAIOR OU MENOR APTIDÃO FÍSICA COM A EDUCAÇÃO FÍSICA ESCOLAR

Este estudo compara a atitude de alunos eslovacos de ambos os sexos e aptidão física diferentes no que se refere à educação física escolar e suas relações com tais práticas. O nível de aptidão física foi medido pela bateria de testes Eurofit, e as opiniões dos alunos sobre as aulas de Educação Física foram coletadas através de questionário. Os resultados mostram que os alunos com nível de aptidão física mais baixo, especialmente as meninas, têm um relacionamento menos positivo com as aulas de Educação Física.

Palavras-chave: educação física escolar, nível de aptidão, gênero, motivação.



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THE RELATIONSHIP OF HIGHER AND LOWER PHYSICAL FITNESS LEVEL PUPILS TOWARDS SCHOOL PHYSICAL EDUCATION (E)

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In the last decades in Slovakia there have been significant changes in human beings' options and their position in society. The "essential approach" guiding actions towards the social demand used to prevail in physical education activities in the form of performance sports. The former view favored the socialist approach, action directed to society's integration and perfection. The transformation that took place changed the focus of physical education, which is now on the individual needs, oriented towards the individual, individual's motivation, consciousness and decision. This anthropocentric switch has developed creativity and the possibility of pleasure in people's activities.

At present, the focus of the process of PE teaching is on the pupils' feeling well status. Promotion of PE teacher ought to concentrate on proper choice and well-arranged content, methods selection, means and forms of work, condition use without negative incidence of the environment, and with active pupils' participation. These aspects are important to reach demanded changes in their development, in motor performance and perfection, in intentional behavior and activity and in attitudes towards motor activity.

The effectiveness of learning, success in school and global pupil performance in PE process depend, in far larger scale than in the past, on such factors like pupil relationship to school, to PE teacher, to PE subject, on general atmosphere and work climate in which process of learning is carried out. Finding out what are pupils' attitudes to school PE and their relationship to it is an important starting point for the creation of PE projects in schools.

RESEARCH OBJECTIVES

The purpose of this research was to investigate the students' attitudes towards school physical education. The pupils in the survey were taking grammar school in Slovakian capital Bratislava, and among them were pupils with higher and lower physical fitness level to school physical education.

METHODS

The survey involved 298 pupils (155 girls and 143 boys). On the bases of physical fitness tests (adopted test battery Eurofit) pupils were divided into 3 groups: lower physical fitness group was represented by individuals that in 9-scale scale reached evaluation 1-3 points, group of average physical fitness (4-6 points) and group with higher physical fitness (7-9 points). With the help of a questionnaire that is based on 6 statements by which pupils evaluate subject in common while 3 statements related to emotional, 2 to cognitive and 1 to activity component of attitude, we estimated their attitudes toward school PE. Comparisons of results of selected groups were made with help of basic statistical methods. In the tables below we only show those results in which we found statistically significant differences.

RESULTS

In questions aimed at popularity of subject we found statistically significant differences between groups of higher and lower physical fitness level performance. Pupils of higher physical fitness become fond of teaching subject like pupils of lower physical fitness level (table 1). But in common we can state that PE is considered as popular subject among most pupils. Higher popularity is shown in groups of boys than girls; they show higher differences in subject popularity between groups of higher and lower physical fitness level. Boys more often stated PE as their favorite subject. Pupils of higher physical fitness level, especially boys, feel far more disappointment in case that PE lesson is not realized (table 2).

Our results in the field of PE popularity confirmed till now in this research have demonstrated that the popularity of this subject among our high degree pupils, who talk about PE as one of their most popular subjects in Slovak schools.

In our research we also found out that pupils on PE lessons feel mostly well, but those of higher physical fitness level feel significantly better when compared to those of lower physical fitness, who, is a larger scale, expressed alternating feelings (table 3). This was significant mostly among girls. It has been shown that up to now the situation in which pupils would develop more positive attitudes towards PE due to the pleasant experiences they can enjoy and gain during PE lessons has not succeeded.

Results showed us that, between groups, there are no significant differences in how important pupils see PE, how interesting lessons are and also how much effort they show. The conclusion seems to be that majority of pupils, even boys, do not consider PE as an extra important subject. Also the stimulation to think about the future, according to the statement made by the majority of pupils, especially girls, leads us to conclude that PE lessons do not appear very interesting. As a matter of fact, that majority expressed that on PE lessons they try to fulfill ordered tasks.

CONCLUSIONS

Physical education still ranks among most favorable subjects in Bratislava grammar schools. But the pupils of lower physical fitness level, especially girls, have less positive relationship to PE lessons than pupils of higher physical fitness. They participate in PE lessons for less pleasant feelings in spite of the fact that they manifest during lessons the same effort like pupils of higher physical fitness level.

The stimulation for PE teachers and creators of new curricula must be findings that pupils in common do not consider PE as an important school subject, as well as the reality that for many pupils, especially girls, PE lessons seems to be permanently of little interest.

Future success of school PE will depend in large scale from its attractiveness, that is, on whether it will sufficient to fulfill the expectations of all pupils, even among those who do not have optimal dispositions for this activity.

Table 1: PE is a subject, that

	I love it mostly of all	Is my favorite subject	I feel indifferently	Is my unpopular subject	I like it least of all
Low physical fitness boys	4,54	63,63	27,27	4,54	0
High physical fitness boys	22,64	71,69	5,66	0	0
Value of chiquadrate	17,188++				
Low physical fitness girls	0	64,28	28,57	7,14	0
High physical fitness girls	12,24	83,67	4,08	0	0
Value of chiquadrate	12,587++				

Table 2: When PE lesson is not realized

	I am always looking for it	I am often looking for it	I feel it indifferently	I feel most exasperated	I feel always exasperated
Low physical fitness boys	13,634	36,36	45,45	4,54	0
High physical fitness boys	3,77	25,47	33,96	32,07	4,71
Value of chi-square	10,788++				
Low physical fitness girls	12,50	50,00	37,50	0	0
High physical fitness girls	1,75	8,77	36,84	47,36	5,26
Value of chi-square	15,456++				

Table 3: On PE lessons I feel myself

	Always well	Mostly well	At times bad and well	Mostly bad	Always bad
Low physical fitness boys	0	54,46	45,54	0	0
High physical fitness boys	14,15	69,81	15,09	0,94	0
Value of chi-square	12,22++				
Low physical fitness girls	0	57,14	42,85	0	0
High physical fitness girls	14,28	75,51	10,2	0	0
Value of chi-square	9,164++				

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