

## EDUCATION AND TRAINING OF PROFESSIONALS AT FACULTY OF PHYSICAL EDUCATION AND SPORTS, COMENIUS UNIVERSITY IN BRATISLAVA

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### ABSTRACT

Sport is an objective reality in the life of each society and represents a wide-spectral aimed movement activity of a different quality and level, for all age categories, with various connections to individual spheres of the life of society. The development of sports closely connected with the broadening of citizens' participation in sporting activities with the aim to improve their fitness, physical and sports performance, with health care, the influence on personality and effects on social relationships. To speak about sport, however, means to pay attention also to the question of education: for sport, in sport and through sport. To educate specialist and experts in the field of sport is very serious work. Faculty of Physical Education and Sports provides not only the Physical education teachers, but also highly educated experts for all fields of Physical education and sport. The Faculty during its history prepared more than 6000 Physical Education teachers, coaches and sport managers.

This article provides the overview of prepared experts according to finished study programs. The study for this article was cross-sectional five years lasting questionnaires research about students evaluating of the study at Faculty of physical education and sport.

**Keywords:** education, sport, physical education, professionals

### INTRODUCTION

Efforts to establish the Faculty of Physical Education and Sports grow stronger and positive culminated in 1960, when the new faculty of Comenius University came into existence and was named Institute of Physical Education and Sports. In accordance with the Decree from January the 6<sup>th</sup> 1965, the Institute of Physical Education and Sport was renamed to the Faculty of Physical Education and Sports, Comenius University in Bratislava.

Professional development begins with the undergraduate theoretical and practical preparation and training and is also influenced by work in the field of study. Development includes gathered experience, self- reflection of work done in the field of branch, and continuing education.

To become professional in the field of Physical Education and Sport in Slovak Republic man has to study:

a) University studies of Physical Education and Sport (4<sup>th</sup> and 5<sup>th</sup> level of sport qualification). After graduating at Slovak four universities, where man can study PE and Sport, students become Bachelor or Master in sport or physical education. These two academic degrees in sport are regarded as two highest levels of sport qualifications (levels 4<sup>th</sup> and 5<sup>th</sup>), according to The Slovak Unified System of Education in Sport. Aim of The Slovak Unified System of Education in Sport is to unify educational and training standards and qualification levels in the field of sport in our Country according to European qualifying framework in the field of Sport. It has five levels of qualifications. The highest levels (4<sup>th</sup> and 5<sup>th</sup>) can be obtained only at universities.

b) There are also 167 institutions, many sports federations and natural bodies (tradesmen licensed) with the right to educate coaches, trainers, instructors, referees and other specialized activities which are practising in the field of sport. Sports experts can get the rest of educational levels (levels 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup>) by completing accredited programs, which provide sport federations or other educational institution or bodies dealing with sport. They are eligible to deliver certificates only for above mentioned qualification levels. Moreover they must have valid accreditation. (Accreditation is issued by the Ministry of Education, Science, Research and Sport of the Slovak Republic and has to be no older than 5 years.)

Faculty of Physical Education and Sports, Comenius University in Bratislava provides these types of Physical Education Study:

1. Bachelor study (Bc.) represents a study course for PE Teachers and Trainers with specialization for some sport. Last 3 years (6 semesters). (Study programmes – Trainers, with sport specialization, Sport and health, Trainers and teaching Physical Education, Sport and Health and teaching Physical Education, Sport management, Teaching Physical Education with subsidiary subject – Biology, Geography).
2. Master Study (Mgr.) represents a study course for all offering study programmes the same as in bachelor study except Sport Management – lasts 2 years (4 semesters).
3. Lower doctoral study (PaedDr., Doctor of Pedagogy) lasts 1 year (individual study). It is required to defend the Thesis and passing the specialized Exam.
4. Doctoral study (PhD.) is either full-time (6 semesters) or part-time (10 semesters). PhD. degree is in Sport Educology, Sport Kinantropology or Sport Humanistic.

The number of graduated students for the whole period of Faculty's existence (53 years) is 6444 students, of which 2579 are graduated trainers and 3865 are graduated Physical Education teachers. During the existence, the Faculty prepared 3865 Physical Education teachers and 2579 Trainers. Recent years the trend is rather opposite (figure 1). More Trainers graduated than Physical Education teachers.

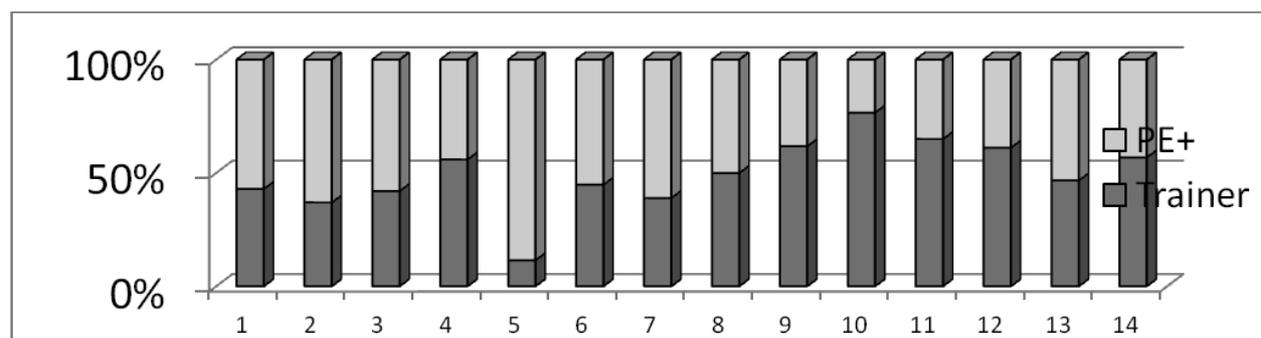


Figure 1

Relation of the number of graduated students: PE + subsidiary subject vs. Trainer, Sport&Health 2000-2013

Number of graduated women does not exceed the number of graduated men in the lifetime of the faculty. Ratio of studied male and female students is about two-thirds to one third.

Most students finished Trainers and Sport and Health study 2579 students. Most students in Physical Education study graduated from biology - 682. Biology is the one and only study programme that have been lasted from the beginning until today. Geography (669 graduated students) is studied for whole existence, but in the seventh year of existence there were no graduated student from this subject. The next subjects with most graduated students with Physical Education are Armed Education, Civics, Russian language, German language and English Language (figure 2).

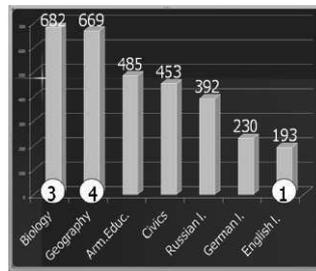


Figure 2  
Sequence of study programmes with the highest number of graduated students

The number at the bottom of the biology column is the real number of graduated students from biology in this academic year 2012/2013 (figure 2). The same mode is by the other columns – Geography and English. German languages, Arm education, Civics, Russian Language don't exist more as study programmes.

Faculty of Physical Education has been offering teacher training in collaboration with the Faculty of Arts (languages, civics, pedagogy), Faculty of Natural Sciences (biology, geograpy), Faculty of Management (sport management), Faculty of Medicine (regeneration). In collaboration with the Faculty of Education in 2005 were trained first two graduates with a combination of TV and pedagogy visually impaired and a student with a combination of pedagogy disabled.

Faculty of Physical Education and Sports during its existence has offered 25 study programmes. They are presented in figure 3.

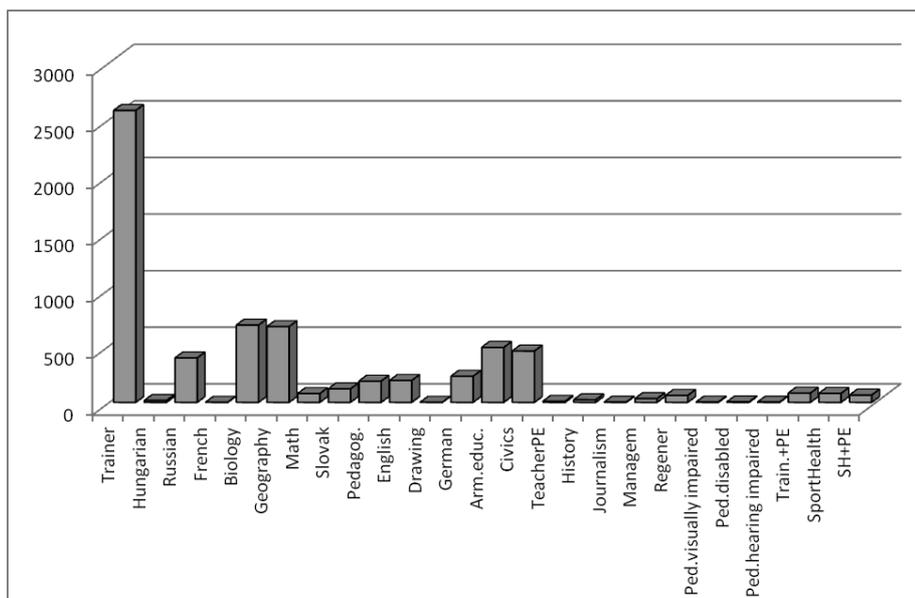


Figure 3  
Study programmes offered at the Faculty of Physical Education and Sports during its existence

Teacher training is an integral part of teacher education. Teacher education needs to be at higher education level and be supported by strong partnerships between higher education and the schools or other institutions where teachers can do teacher training or trainers – coaching training. Teacher training is an important means in the management of the faculty; it provides a picture of professional and educational background of the students. Each pedagogical school want prepare good teachers. Excellence and uniqueness of a good teacher is in expert way of rendering knowledge, habits and skills. The greatest importance of faculties preparing future teachers in the content of the study should focus on acquiring students' pedagogical abilities. The appropriate training of teachers enable them better carry out task concerning with the real work in school. Faculties do not provide all teachers skills, they will be acquiring during the entire teacher's occupational life. That is why the faculties do not give teachers skills and abilities which they can regard as being definitive. Some studies have explicitly compared beginning teachers (either student teachers or newly qualified teachers) with experienced teachers to highlight the development of teaching skills (Kyriacou, 2007). The experienced teachers are able to use their repertoire of how to set up and deliver learning activities, which is largely denied or non-existent for beginning teachers. To be a good teacher – this can be seen as a career-long process.

The aim of our research is to broaden knowledge about students' opinion on study at Faculty of Physical education and Sports, on teacher training, on activities during their free and leisure time.

**METHODS**

Questionnaire, as a valuable method of collecting a wide range of information, was used as a main research method. Our research is five-year follow up research in which 498 students from the second year of master study (the last year at the Faculty) take part. 498 students represent 69.1% of total number of students completed study at the Faculty. In the research there were 354 men and 144 women, who gave the end-of-study feedback. 69.1% students of the final year of study during the last 5 years filled out the anonymous

questionnaire It is often very important to obtain the reactions of students who finish the study. They can provide information for improving the current programmes and designing future ones and it shows that we are interested in their opinions and testimonials.

The next research method was measurements. All participated students were measured for the research purpose. We measured body height (height) and body weight (weight 2), waist circumference (Wst) and hip circumference (Hp). We calculated this anthropometric indices Body mass Index (BMI) and Waist to Hip Ratio WHR). We asked in questionnaire to fill out the body weight (if they remember this detail) from the beginning of the study (weight 1). The body shape of a Physical Education teacher or trainer is visible evidence of his or her professionalism.

Descriptive statistics include averages, frequency distribution, cumulative distributions and percentages. Variables are displayed graphically by tables, bar or pie charts.

### SAMPLE AND RESULTS

Respondents were students from the Faculty of physical Education and Sports.

Table 1 Main characteristics of a sample

	n	height	weight 1	weight 2	BMI 1	BMI 2	Wst	Hp	WHR
men	354	181.8	76.9	80.7	23.22	24.37	86.7	100	0.866
women	144	168.5	59.4	59.8	20.91	21.4	72	95	0.759

All students are in normal range of BMI. It means they are in a healthy weight for their height. Both sexes gain the weight during the study, men more than women. They have no risk of cardiovascular diseases in terms of the BMI and WHR results. They have an average height in comparison to Slovak population. 378 students were students of trainers study programme (male 282 and female 96) and 120 students were students of Physical Education teacher with subsidiary subjects study programme (male 72 and female 48). From the men sample (354 students) 239 are still active in some kind of sport as athletes and active in competitions, 220 is active as a trainer and 12 of them teach in school Physical Education. 157 men want to teach Physical Education after finishing study and 84 of them want to train in recreational sport, 89 in elite sport, and 121 in professional sport. From the women sample (144 students) 82 are still active in some kind of sport as athletes and active in competitions, 89 is active as a trainer and 6 of them teach in school Physical Education. 85 women want to teach Physical Education after finishing study and 49 of them want to train in recreational sport, 42 in elite sport, and 20 in professional sport.

Most of men are active in sport once or twice per week 44.4%, than three or four times 36.2% and 3.1% of them even seven times per week. The main motive for playing sport is fun (71.8%), than maintaining physical fitness (73.2%), strengthening health (58.8%), and stress relief (50.6%).

Most of women are active in sport once or twice per week 47.9%, than three or four times 37.5% and 3.5% of them even seven times per week. The main motive for playing sport is maintaining physical fitness (77.1%), than strengthening health (59%), fun (58.3%), and stress relief (50%).

Table 2 records about satisfaction with the study. Students express more positive feelings toward the study than negative.

Table 2 Satisfaction with the study

%	YES	NO	I do know not
men	60.7	22.0	17.2
women	63.9	20.1	16

Women are more satisfied with the study. Surprising is the amount of indecisive 17.2% in men resp. 16% in women.

Table 3 records expressions about certainty in selected practice during teacher training.

Table 3 Certainty in practice

	Men 1	Men 2	Men 3
Problem with written preparation	30.5% Gymn.	15.0% Basket.	11.6% Athlet.
Problem with the practical demonstration	31.9% Gymn.	9.9% Basket.	9.6% Swimm.
Would like to teach	37.6% Soccer	29.4% Voley.	29.1% Movement games
	Women 1	Women 2	Women 3
Problem with written preparation	22.9% Soccer	20.8 Gymn.	17.4% Basket.
Problem with the practical demonstration	29.2% Gymn.	19.4% Soccer	16% Basket.
Would like to teach	42.4% Movement games	34.7% Gymn.	30.6% Voley.

### DICSUSSION

There are some pros and cons in becoming teacher. Analysis indicated that physical education teachers were more active and fit, perceived their fitness as higher and rated their health and the physical component of attitudes toward their aging as more positive than those of nonphysical education teachers (Netz, Raviv, 2002). But the results of research Wang, Lan, Li & Wang (2003) showed the level of occupational stress in role overload and physical environment in the teacher group was significantly higher than that in the non-teacher group ( $P < 0.05$ ). In teacher group the level of occupational stress and strain increased with age; the occupational stress and strain in male teachers were significantly higher than those in female teachers ( $P < 0.01$ ); the occupational stress and strain in secondary school teachers were significantly higher than those in primary school teachers. The full-time employed teachers reported (Ritvanen, Louhevaara, Helin, Halonen, Hanninen, 1994) more perceived stress and psychosomatic symptoms than the part-time retired teachers or gardeners and rescue workers. Also static muscle activity was higher in full-time teachers than in rescue workers on the working days. More emphasis should be given to prevent psychophysiological stress among teachers as well as to develop stress coping methods, and part-time working systems to facilitate work ability of aging teachers (Ritvanen, Louhevaara, Helin, Halonen, Hanninen, 1994). Stress relief was one of the main from all motives for being active in sport that has been expressed by our students and they know that it works.

**CONCLUSION**

Only those who are willing and able to broaden their knowledge and skills can last in modern professional life, where life-long learning is a prerequisite and is demand of each day. Therefore it is crucial that the educational aim of faculty or professional trainings should not only be to teach the content of the curriculum, but also to convey the knowledge of how to teach oneself and broaden one's knowledge. Faculties preparing future Physical education teachers should not prepare them only as the experts for developing motor abilities, for learning movements and motor skills. After graduation they are experts in that kind of work. We have to prepare teachers as the experts for motivation and the experts who can be a good positive role model for their students.

Creative teaching activity requires sense of uniqueness of solution of specific educational situations, imagination, resourcefulness, constant improvisation. And for this reason, high-quality teaching activity is considered as an art. Teaching begins with knowledge of the subject and gradually progressing in practice with detection of teacher's and pupils' activities and mutual experiences.

Becoming a good teacher, there are some important keys to being a true professional: character, attitude, excellence, competency, conduct, communication.

The problem of nowadays is that interest is focused on the fact that on the one hand is increasing demand for high quality education, while on the other hand, the teaching profession has no status of a prestigious profession.

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