THE ACTIVITY, MOTIVATION AND PARTICIPATION OF THE BOYS AND GIRLS IN PHYSICAL AND SPORT EDUCATION CLASSES IN RELATION TO THE LEVEL OF SPATIAL AND MATERIAL CONDITIONS

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ABSTRACT

The study has been a part of project VEGA 1/0759/12. The aim of the study was to widen and to inn Faculty of Physical Education and Sport ovate current knowledge about the opinions of the boys and girls of chosen high schools in Bratislava on the conditions of educational process and physical activity in physical and sport education classes in relation to the differentiated level of spatial and material conditions.

Chosen high schools were divided into two groups (schools with higher and lower level of spatial and material conditions) on the basis of analysed current state of the spatial and material conditions of physical and sport education teaching process.

There were significant differences between the boys of two groups of schools. Boys attending the schools with higher level of spatial and material conditions were more active and more motivated than the boys attending the schools with lower level of spatial and material conditions. There were no significant differences in activity and motivation of girls of the two groups of schools. On the other hand, there were significant differences between the girls of the two groups of schools concerning the participation in classes. Girls attending the schools with the higher level of spatial and material conditions participated more in comparison with the girls attending schools with lower level of spatial and material conditions. There were no significant differences between the boys.

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Key words: coeducation, activity, motivation, participation, physical education, spatial and material conditions

INTRODUCTION

Physical and sport education can be characterised as a systematic pedagogic and educational activity which influences mainly physical and motor development of a person, improves one´s health, increases physical performance, provides basic theoretical and practical physical education knowledge and positive emotional experience (Antala, 2001; Antala, Labudová, 2008). According to Belej (2003) it poses high demands for schools to provide quality physical education process. The most important demands are appropriate spatial and material conditions for realisation of the teaching process. Šimonek (2000) states that spatial and material conditions are alongside with the teacher one of determining factors of physical education process. Tupý (1997) in his research determined that high schools declared that spatial and material conditions are the most important factors in physical education process.

Foreign studies point out spatial and material conditions as a fundamental factor for sport, activities and physical and sport education (Morrow, 2001; Pikora et al., 2002). The perception of the physical and sport education conditions from the point of view of the student is in general little known. Several Slovak researchers have dealt with the issue of perception of physical and sport education from the point of view of elementary and high schools, such as Šimonek, 2000, 2008, 2010; Melicher – Varga, 1995, Melicher – Slezák, 2007; Peráčková, 2001, 2004 etc., however they have not dealt with the connection between spatial and material conditions and physical activity of the students.

In general researchers agree that the current state of spatial and material conditions of physical and sport education and teaching is not sufficient which often leads to decreasing quality of educational process, popularity of the subject among students and inability of the teachers to fulfil the content demands of state educational programme. (Šimonek, 2000; Peráčková et al., 2008; Melicher – Varga 1995; Bendíková, 2010).

The aim of the study was to widen and to innovate current knowledge about the opinions of the boys and girls of chosen high schools in Bratislava on the conditions of educational process and physical activity in physical and sport education classes in relation to the differentiated level of spatial and material conditions.

METHODS

The research was carried out by means of questionnaire method and interviewing the students and the chairmen of subject commissions for physical and sport education at chosen high schools in Bratislava. Questionnaire 1 and questionnaire 2 by Rozboril (2010) were used (see appendices 1 and 2). We have visited 7 high schools in Bratislava (4 grammar schools and 3 secondary vocational schools). The schools were chosen by means of deliberate selection. There were three 4-year grammar schools and one 8-year grammar school. Because of the administrative aspect we have included only high schools in Bratislava to our research.

First sample was made by chosen high schools in Bratislava. Schools were chosen by means of the predetermined set of criteria – they had to be schools in Bratislava – grammar schools (4-year grammar schools, sport grammar schools, church grammar schools, bilingual grammar schools and elementary schools with grammar schools) or secondary vocational schools where physical education is taught according to valid norms and regulations of state educational programme from 2008.

Second sample was made by the students of visited high schools in Bratislava where we investigated and confronted the opinions on motivation and physical activity in physical and sport education classes. In the sample there were students of second and third years at 4-year grammar schools and secondary vocational schools and students of Septimas at 8-year grammar schools. There were 416 students in the sample, from those 262 boys and 154 girls. Mean age of the students was 17.6 ± 1.1 years. All the students attended physical and sport education classes or health and physical education.

For the purposes of our research we have divided the schools into two groups, based on the evaluation of acquired data:

A – **Schools of group 1** – schools with higher level of spatial and material conditions for physical and sport education.

B – **Schools of group 2** - schools with lower level of spatial and material conditions for physical and sport education.

RESULTS

Motivation

Fig. 1 shows that boys of the schools of group 1 (BS1) are more motivated in physical and sport education classes than boys of the schools of group 2 (BS2). 54.9% of BS1 responded that they are motivated and very motivated. In comparison more than a half of BS2 responded, that they are less motivated or not motivated. There were significant differences between BS1 and BS2 (Chi = 40.45) at p□0,01.

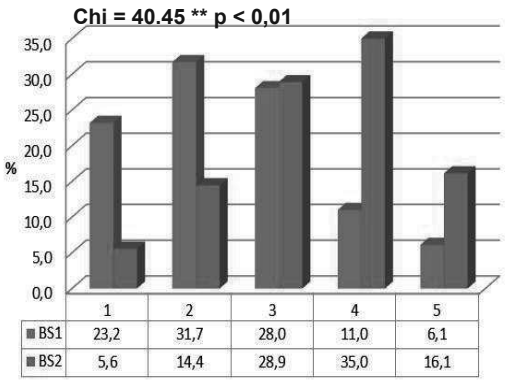

Fig. 1
Level of motivation in physical
and sport education classes - boys (%)

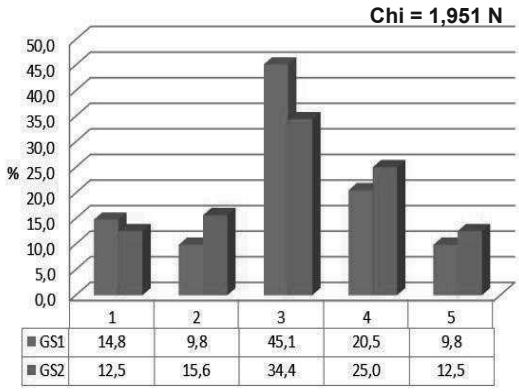

Fig. 2
Level of motivation in physical
and sport education classes - girls (%)

Differences between the girls of the schools of group 1 (GS1) and the girls of the schools of group 2 (GS2) are not as significant as the differences between the two groups of the boys. GS2 are more motivated than GS1 (Fig. 2), however there is no significant difference (Chi = 1. 951).

Activity

BS1 are more active in comparison to BS2 (Fig.3). More than a half of BS1 are active to very active. Majority of BS2 responded that they are less active or not active (44.4%). There are more negative answers in BS2 (22.2% of the boys – answers 4 and 5) in comparison to BS1 (19.5% of the boys). There are significant differences between BS1 and BS2 (Chi = 14.45) at p < 0.01 (Fig. 3).

Differences between GS1 and GS2 are not as significant as the differences between the two groups of the boys (Fig. 4). Majority of the girls in both group responded that they are active (35.2% in GS1 and 37.5% in GS2). 28.1% of GS2 is less active or not active. On the other hand, only 15.5% of GS1 are less active or not active. Differences between the girls were not statistically significant (Chi = 4.144).

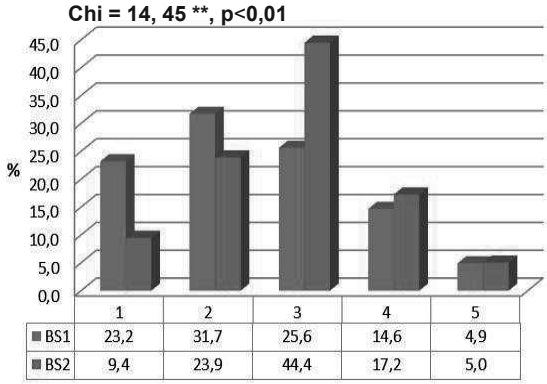

Fig. 3
Level of activity in physical and sport
education classes - boys (%)

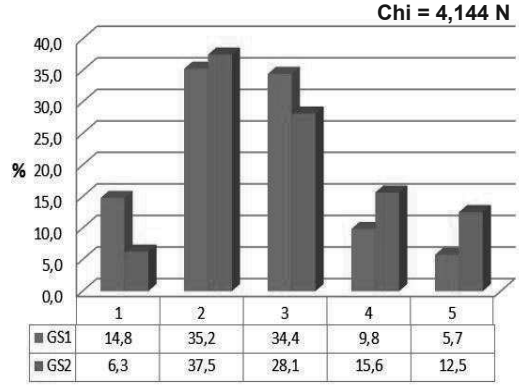

Fig. 4
Level of activity in physical and sport
education classes - girls (%)

Participation

There are no significant differences between BS1 and BS2 (Chi = 1.82). Positively, almost 44% of BS1 and 40% of BS2 participates actively in each physical and sport education class (Fig. 5).

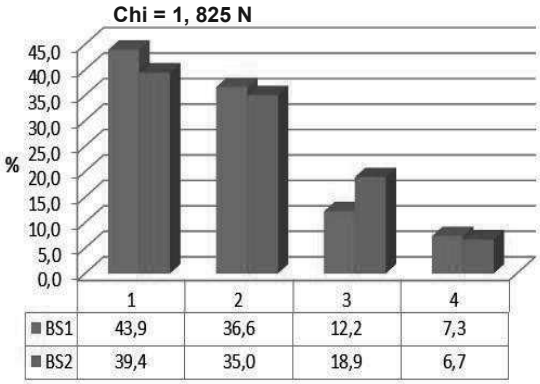

Fig. 5
Participation in physical and sport education classes – boys (%)

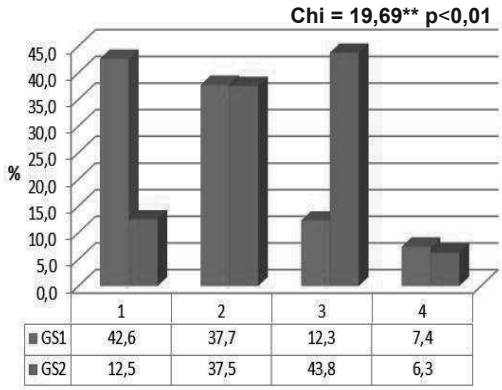

Fig. 6
Participation in physical and sport education classes – girls (%)

There were more significant differences between GS1 and GS2 when compared the two groups of boys. Fig. 6 shows that 42.6% of GS1 participates in every physical and sport education class, 37.7% participates often and only 12.3% participates sometimes or never. In GS2 the answers were more negative. Almost one half of GS2 responded that they participate sometimes or never. 37.5% of GS2 responded that they participate often and only 12.5% responded that they participate in each physical and sport education class. There were significant differences between GS1 and GS2 (Chi = 19.69) at $p < 0.01$.

CONCLUSION

In conclusion it can be stated that the quality of spatial and material conditions influences the level of motivation and activity in boys. The higher the quality of the conditions the higher the level of motivation and activity. On the other hand it seems that in girls the quality of spatial and material conditions does not affect the level of motivation and activity.

In participation in physical and sport education classes the situation is reversed. The boys participate in the classes regardless of the quality of the conditions. Girls, however, participate more in the group of schools with higher quality of spatial and material conditions.

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