Secondary school students and their attitudes to physical activities

Jiří Michal

Matej Bel University in Banská Bystrica,
The Faculty of Philosophy
Department of Physical Education and Sports, Slovakia

Correspondence to:
doc. PaedDr. Jiří Michal, PhD.
Matej Bel University, Banská Bystrica,
The Faculty of Philosophy,
Department of Physical Education and Sports,
Tajovského 40, 971 01 Banská Bystrica
Slovakia, European Union
E-mail: jiri.michal@umb.sk

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Abstract
The aim of this study was to contribute to the expansion of knowledge about the beliefs and attitudes of students towards school physical education and physical activity. The sample included 822 students, including 408 students from first grade and 416 students 4th grade. Research has found that physical education is one of most favorite school subject, more popular for boys, which have a significantly higher rate of positive reviews in younger than older students.

Introduction
Today's time is characterized by infiltration of technology and electronics into everyday human life. Television, music, computers and mobile phones are part of normal existence, we meet with them at home, at work, on holiday etc. simply
everywhere. This trend, of course, neither circumvent the younger generation, on the contrary, it has become the holder of the "information wave", young people, children, devote a large part of the phenomenon of their free time. Now is the question, it is not at the expense of the healthy development of young organism, apart from the harmful effects of such example. Radiation from computer monitor does not remit this modern lifestyle their attention from sports activity, whether recreational, competitive, or from normal school physical education, much needed for the healthy development of the body (Adamčák – Nemec, 2011)?

Often when observing the lifestyle of young, we find that, unlike previous generations, for example, when a group of young men chose to play football, today's generation is "sitting" on the Internet, communicate by email, SMS and so on. Especially from these facts there is still a need to address the more knowledge interests of children and young people to explore their attitudes toward traditional forms of school physical education to be able to adequately adapt the form and content of work with young people so that the influence of civilization achievements threaten their quality of life, lack of exerc.

From analysis of reviews the concept of an author Michal (2010), Bartík (2009) it is clear that in defining the attitude prevalent variety, though some authors understanding the position as a psychological state of the individual and his readiness to react a certain way and direction, others in this state highlight mental focus, or is perceived as a second factor yielded by survival. Attitudes are thus part of the basic psychological adaptations to man. Are subject examined generally, social and political psychology, education, marketing, advertising and other specific sectors of modern psychology.

We agree with the view Michal (2010), Koryta- Koryta (2010) that attitude is the result of experience, but in the following activities shall apply as managing almost mandatory factor. Allows you to deal with new situations without considering, decision making, reasoning, saving time and effort. Thus understanding in this way attitude plays an important role in every human activity, including movement.

For the creation of relations student to physical education activity affects a number of factors from teacher teaching activities, through the type of activity, health, family environment, an environment in which the activity takes place given to the physical environment. The question is which factor most influences their attitude toward physical education?

**Aim of the research**

The aim of the research is to contribute to the expansion of knowledge about the beliefs and attitudes of students towards school physical education, deepen their understanding of the importance of the impact of physical activity on human health.

**Methodology of research**

The sample consisted of students of the 1st grade (or fifth grade pupils eight-year grammar schools, in terms of the same age of the respondents) and fourth grade (or octave) secondary schools. Because of the possibility to compare the regional impact on the attitudes of students were deliberately chosen pupils from more places
Banska Bystrica, Ruzomberok, Svidník, Martin and Košice. The sample consisted of 822 pupils, 408 1st grade students (205 girls and 203 boys) and 416 4th grade students (199 girls and 217 boys). Research itself was conducted in the months of September to December 2013. It was first carried out on students from graduation classes.

Research material was obtained using a questionnaire. The questionnaire itself was constructed as a series of statements about mandatory physical education and physical activity. It was selected mainly from scales that are used in determining attitudes toward teaching. Contents were made from closed questions.

The processing and evaluation of the data obtained are in addition to basic logic and methods used mathematical and statistical methods as a percentage analysis. Empirical data were subjected to first -degree sorting according to individual questions and the second -degree sorting by sex and age. Differences are interpreted on a percentage level. To assess statistical significance evaluation of the relationship, we used the Chi - square test.

**Results and discussion of work**

Results of the examination of attitudes towards physical education popularity in terms of gender. Analysis popularity school subject physical education for boys 1st grade (Fig. 1) shows that 47,9 % physical education ranks among the most popular subjects and 33,6 % prefer a physical education.

The girls' physical education consistently ranks than boys bulk of the group among the most popular subjects. Such a response was observed in 52,1 % of respondents, while 13,5 % of girls prefer a physical education. Unlike the boys we have had differences in the second most numerous statements, when 27,5 % of the girls expressed their indifference statements. Negative attitude expressed by only 1,9 % of girls.

In terms of gender of respondents in the first grade, we found that attitudes are aimed at studying the popularity of physical education, statistically significant differences in favor of greater popularity among boys.
Fig. 1 Feedback popularity physical education students in the first grade in terms of gender

Fig. 2 Feedback popularity physical education students in the fourth grade in terms of gender

For the analysis of the popularity of physical education at the 4th grade students in terms of gender from our research suggest the following findings (Fig. 2).
Boys 4th grade is a significant difference between positive and negative statements, where almost half of boys (46.5 %) consider physical education as favorite subject. 2.2% of respondents physical education ranks among the unpopular subjects and the same percentage of respondents this object has the least happy.

Unlike boys, where the prevalence of positive attitudes towards physical education, girls show a preponderance of indifferent attitudes (57.3 %). Consistently than boys outweigh positive views on the popularity of physical education over the negative, negative attitude interested only 1.99% of girls.

In terms of gender of respondents in 4th grade, we found that attitudes are aimed at finding popularity physical education, consistently than in the reference file first year statistically significant differences in favor of greater popularity among boys.

On the basis of intersex differences popularity physical education show a clear difference in attitudes of students in terms of gender on school physical education, with a significantly higher rate of positive attitudes in boys than in girls. Based on the significant differences mentioned variables, we can say that the first grade has a positive attitude towards physical education and almost 79 % of boys and 63 % girls. Similarly, in the fourth year is positive as more than 58 % of boys and more than 33 % of girls.

When analyzing views on the popularity of physical education in terms of the whole set, regardless of age, we can conclude that almost 65 % of respondents classified as favorite physical education courses, less than 6 % consider it to be unpopular. The results of our follow-up are in agreement with the results of research Šimonek (2010), Kollárík - Marušinčová - Okruhlicová (1992), Gorner – Starší (2001), Michal (2010), the Azor - Beták (2012), who assessed the relationship of students beginning study at high school for each school subject, which found that physical education is the most popular subject. The research findings emphasize that physical education as a single subject showed by their chosen criteria clearly positive attitude. Also, research in the field focused on the popularity of physical education (Bartík 2009) found that physical education are still the majority of students to your school subject as well as is the case in our research.

Our intention also was to determine the factors that students considered dominant in their orientation to physical education and physical activity and to assess the differences in terms of gender and age. In terms of age (Fig. 3), more than half of the 1st year boys dominant factor considers the type of physical activity performed by (57.3 %). In terms of frequency of the frequency of statements in the second place there is a physical education teacher with 15.9%, followed by a lower frequency environment in which they carry out physical activity (12.5%), health (11.3 %) and material conditions (3.0%). Possibility to label parents as the dominant factor, chosen by one respondent.
Analysis of the various factors that influence the attitudes of boys 4th grade for physical education we have come to the conclusion that, like the 1st grade students is dominant type of physical activity they perform. Such a response was observed in almost half of the respondents. Remarkably, identically as in the first as well as in the fourth grade, the second most important factor that affects the attitudes of students towards physical education is in almost one fifth of the physical education teacher. Followed by the environment as a factor of 12,4 % and 9,2 % with health. The lowest frequency of reported physical conditions with 0,2 % . As with the first graders, as well as in the fourth grade we can say that once again there was no indication of the "dominant factor parent".

Free to include parents as a factor that affects the attitude of students towards physical education has provided no boy. We found that the attitudes aimed to determine the order of the dominant factors affecting the formation of pupils' attitudes to physical education activities are not statistically significant differences.

In terms of accumulation responses, it is clear that, as with the first grade boys as well as girls (Fig. 4) of the same age, almost half considered the dominant factor type of physical activity (45,2 % ). For girls, we found the presence of the teacher as the predominant factor in nearly one-fifth, followed by 16,8 % to health and the environment in which physical activity performed (13,3 % ). Material conditions as the most important factor was recorded with respect to the frequency of the frequency response in only 2,1% first grade. In 0,5 % of girls 1st grade is emerging as a dominant factor are parents. These results correspondence with existing knowledge on the
position of the family as a factor inciting children to physical activity (Medeková 1997, Beťák 2012).

![Graph showing impact factors](image)

**Fig. 4** The impact factors in shaping attitudes toward TV - Girls

In the fourth grade more than 61.2\% of girls prefers type of physical activity as a dominant factor, followed by a physical education teacher with 17.9\%. Health is the dominant factor in 12.3\% and physical activity environments at 8.4\% of respondents. Material conditions considered to be the most important factor only 0.2\% fourth grade. Parents as a factor that most influences their attitude towards physical education failed to state a girl or fourth grade, while female students in first grade emerge as the dominant factor.

As with the boys, we recorded statistically significant differences between the factors that affect attitudes of girls in terms of age to physical activities. Consistently than boys, almost half of the research group said the most important factor that affects the formation of attitudes towards physical education, type of physical activity performed by

The analysis of those views in terms of the whole set, regardless of gender and age, we can conclude that more than half of the reference group considered the dominant factor that affects their attitude toward physical education and physical education activities at all, the type of physical activity they perform. The second to the highest frequency of statements is a physical education teacher, the most important factor introduced almost one-fifth of respondents entire surveyed sample.

In view of the results of this task is necessary in order to establish the relationship between teacher and student. Which will this relationship be stronger, the
teacher will have greater influence in the development of pupils' positive attitude to physical activities where physical education at all. It is necessary to analyze the activity of the teacher in terms of pupil motivation.

**Conclusion**

In our work we have tried to identify and assess the attitudes of secondary school pupils to school physical education and physical activity in terms of gender, age, and to determine the factors considered dominant in their orientation to physical activities.

Exercises include the majority of students still favorite school subject, and it is more popular among boys than among girls. On the basis of intersex differences popularity physical education, we can conclude differing attitudes of students in terms of gender on school physical education, with a significantly higher rate of positive attitudes in boys than in girls. Comparing the views of pupils from the age perspective on things physical education lessons, pupils rise to different attitudes towards physical education with a significantly higher rate of positive reviews in younger than in older grades. In the first grade is physical education interesting clearly higher than in the fourth grade.

In terms of accumulation of responses is apparent diversity of the factors affecting the attitude of students towards physical education activities, in terms of age but also in terms of gender. We found a higher frequency of physical education teacher in percentage terms, and a lower frequency in the parents.

Based on our results for positively influencing attitudes towards physical education and physical activity, we propose:
- The high popularity of physical education for pupils to use and extend the range of varied sporting opportunities at school and in extracurricular time.
- To focus the efforts of teachers of physical education to girls getting stronger for physical education and sports activities, diagnosing their sports interests, where appropriate, analysis of the causes who does not do any sporting activity.
- Improving the quality of the teacher of physical education not only in terms of compulsory physical education, as well as organizing sporting life at school shows scope for influence in the activation of pupils with physical activity. That process, however, closely related to salary bonuses for teachers and increasing its social prestige, such as employment, which lays the foundations for the next generation of quality.

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