

FEMALE STUDENTS' ATTITUDES TO PHYSICAL AND SPORT EDUCATION TEACHING UNITS

Beáta RUŽBARSKÁ^{ABCDEF}, Viera BEBČÁKOVÁ^{ABCDEF}

Faculty of Sports, University of Prešov, Prešov, Slovakia

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- physical activity,
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Abstract:

The purpose of the study is to extend the knowledge about the influence of module content named Sport Activities of Movement Regime (aerobic, basketball, volleyball, athletics) on attitudes of secondary school female students. Research group consisted of 178 female students of secondary schools that were divided in experimental and control group. Six-week period movement program of aerobic was applied in experimental group. Students in control group participated on physical and sport education teaching units without any external manipulation. The main content of teaching units were traditional sport activities like sport games (basketball, volleyball) and athletics. Research was applied in school years 2012/2013, 2013/2014 and 2014/2015. After teaching units, students filled in the questionnaire that was focused on diagnostics of teaching unit, Frömel 1994. Using questionnaire for diagnosing physical education teaching unit, we found out female students' attitudes on currently practiced physical education teaching unit with aerobic, basketball, volleyball and athletics content. Differences between experimental and control group within individual questionnaire dimensions were evaluated using Pearson chi-square. Only in social and creative dimension of questionnaire, research groups did not show any significant difference. In other dimensions like cognitive, emotional, health, relationship dimension and student role dimension, differences were found as significant between experimental and control group. One of the aim of sport and physical education is to form positive relationship for lifetime physical activity practicing. A possible way to reach this aim is to apply varied menu of modern exercise forms during teaching units that respect specific students' interests. Aerobic and dancing movement activities have occupied upper places in other research studies and female students showed interest about them. We consider aerobic as minimally similar suitable physical activity than other sport activities; moreover, it is adequate motivating physical activity for female students.

INTRODUCTION

Interests and desires of students are closely related to motivation issue in teaching units. Practicing various physical activities that students are not interested in do not have positive influence on creation the relationship to regular physical activity [5]. Respecting specific students' interests about physical and sport activity should be reflected in positive effect not only in creation of interest, but also in increase of physiological load of students during teaching units [6]. Frequency of physical activities in week regime of children and youth is

decreasing; moreover, only in school physical education students can reach adequate intensity of load in minimal frequency two times per week for development of aerobic fitness [7].

Students attitudes at primary and secondary schools about specific sport areas within physical and sport teaching units vary from traditional sports to nontraditional sport activities. At the present, it is important that teachers are aware of the importance to adapt the process of compulsory and voluntary physical education at schools to students' interests' distribution. [4]. Results of various research studies point to the fact that students lose their interest about some of the frequently preferred types of activities and knowledge; on the other hand, they are more willing to experience new types of them [2]. Besides high preferences of specific types of physical activities, other types of activities and modules should not be put aside in school physical education. Universality of school physical education is still desirable because these lessons are frequently the only source of physical education [10].

Considering the creation of positive relationship to physical education and physical activities in general, it is important to use such forms and types of physical and sport activities which students are interested in and motivate them. Research results indicate that during physical and sport education teaching units' innovative forms of physical activities are not used in adequate amount resulting in students' attitude to subject as such. Positive attitude to teaching units of physical and sport education has only a third of questioned (29 %) that is for health of future generations alarming number whilst the present tendency of movement deficiency will be increasing. The most expressed was indifferent attitude of more than two thirds of questioned (67.5 %) and this knowledge gives opportunity to create such conditions during teaching units of physical and sport education that should motivate students and create positive relationship to practicing physical activities. Negative attitude to teaching units of physical and sport education expressed minimum of questioned (3.5 %).

School physical education is influenced by changes in value orientation of students, teachers and parents. It is important to modify present curricula with respect of specific interests of students, regarding physical and sport activity and simultaneously use effective methods and forms of teaching for more effective acquaintance of physical activities [4]. Based on literature review, the aim of the paper is to extend knowledge about the influence of module content named Sport Activities of Movement Regime (aerobic, basketball, volleyball, athletics) on attitudes of secondary school female students.

THE MATERIAL AND THE METHODOLOGY

Research group consisted of 178 secondary school female students that were divided in experimental and control group. Experimental group consisted of secondary school female students from all grades. Research was applied on female students of Grammar school of St. Monica in Presov and Secondary vocational school of Business in Presov. Experimental group

consisted of 102 female students. Their age spread was between 15-18 years old and average decimal age was 17.4 years old (± 1.04). In experimental group, we applied 6-week movement program of aerobic. Aerobic as less frequently practiced physical activity which is in scope of female students' interest is presupposed to achieve optimal level of load intensity and development of somatic and functional parameters.

Control group consisted of female students of above mentioned schools in the number of 75. Their age spread was between 15-18 years old and average decimal age was 16.5 years (± 0.98). Control group practiced teaching units of physical and sport education without intervention influence. The content of these teaching units consisted of traditional sport activities, especially sport games (basketball, volleyball) and athletics. Research was applied in school years 2012/2013, 2013/2014 and 2014/2015. Experimental and control group participated on movement program of selected sport that is part of module named Sport

Activities of Movement Regime in National educational program ISCED 3 in 6-week period, two teaching units per week. Female students participated on 12 teaching units of selected sport activity. After teaching units, students filled in the questionnaire that was focused on diagnostics of teaching unit (Frömel 1994). Using questionnaire for diagnosing physical education teaching unit (Frömel 1994) we found out female students' attitudes on currently practiced physical education teaching unit with aerobic, basketball, volleyball and athletics content. Questionnaire consisted of 24 questions that were divided into six dimensions – cognitive, emotional, healthy-conditional, social, relationship and creative. Additional dimension was role of student. Questionnaire evaluation was done on the basis of positive answers sum and percentage evaluation of positive test points in total and in specific dimensions. Questionnaires were evaluated on the basis of frequency's sum of positive answers and those were expressed in percentages within specific dimensions and in total. Differences between experimental and control group within specific dimensions were evaluated using Pearson's Chi-Square.

RESULTS AND DISCUSSION

Female students filled in the questionnaire relating to diagnostic of teaching unit which content was movement program of aerobic in experimental group and in control group specific sport activities. The questionnaire was applied at the end of physical and sport education teaching units. Using the questionnaire, we monitored female students' opinions on currently practiced physical and sport education teaching unit. Questions on which female students answered (yes-no questions) were divided into specific dimensions (cognitive, emotional, health, social, relationship, creative and dimension of student's role). Differences between experimental and control group within individual questionnaire dimensions were evaluated using Pearson Chi-Square (see Table 1). There was not found any differences in social and creative dimension of questionnaire. In other dimensions like cognitive, emotional, relationship, health dimension and role of student dimension were found significant differences between experimental and control group. In cognitive, emotional, health and relationship dimension, there was found significant difference in favor of experimental group where higher percentage of positive answers was found. In social dimension and additional dimension "student role" was found the difference in favor of control group that is expected regarding the character of exercises in aerobic during teaching units.

Applying didactic style with individual finding of solution should also eliminate these differences. Similar research study Bečáková [3] focused on finding differences in relation to teaching units of physical and sport education among males, females and teachers. Our research is focused only on females so we compare our values with those in above mentioned research. In cognitive, emotional, health and relationship dimension reached 73 female students of secondary schools in eastern part of Slovakia similar percentage of positive answers. More significant differences were found in social dimension in which our groups were behind because in other research Bečáková [3] students reached 66.8 % of positive answers. Female students showed more positive relation in creative dimension and students role dimension (creative dimension – 62.3% and role of student – 62.5%) in comparison with our research groups.

Even though the organization of teaching process is oriented on student, significant role among determinants of educational process who directly influence effectivity of this process belongs to teacher. We agree with statements that during increasing variability of pedagogical and educational activity is inevitable to improve teachers' skills in effectivity area so physical education process has all predispositions to fill its aims [4]. Among basic aims should be physical, functional and motor development in a way that it brings to students' positive experiences and skills, enables them to experience feelings of joy and comfort and need of self-realization. Moreover, students should acquire such knowledge that could be useful in

further physical and functional development. Physical and sport education should be result of creative approach that is motivating for students, influence effectively the development of physical experiences, creates permanent interest about lifetime physical activity and has to contribute to formation of positive human relationships based on tolerance [1].

Table 1. Significance` differences of positive attitudes in specific dimensions between experimental and control group.

		%	Chi-Square	p
Cognitive dimension	EG	64.95 %	9.72	0.00*
	KG	53.3 %		
Emotional dimension	EG	82.6 %	14.87	0.00*
	KG	70.3 %		
Health dimension	EG	84.8 %	58.31	0.00*
	KG	59.3 %		
Social dimension	EG	50 %	4.82	0.03*
	KG	58.3 %		
Relationship dimension	EG	86 %	115.36	0.00*
	KG	48.7 %		
Creative dimension	EG	44.9 %	2.71	0.09
	KG	38.7 %		
Student`s role	EG	36 %	18.28	0.00*
	KG	47.3 %		

Note: EG – experimental group, KG – control group, % - percentage evaluation of positive responds, Chi-Square – Pearson`s Chi-Square, p – 5 % level of significance.

CONCLUSIONS

One of the aim of sport and physical education is to form positive relationship to lifetime physical activity practising. A possible way to reach this aim is to apply varied menu of modern exercise forms during teaching units that respect specific students' interests. Aerobic and dancing movement activities have occupied upper places in other research studies and female students showed interest about them. We presupposed that female students will evaluate teaching units with aerobic content more positively rather than those with other content (basketball, volleyball, athletics). Significant difference between evaluation of teaching units by female students of experimental and control group was found in four out of six dimensions as well as in additional dimension in favor of experimental group (aerobic). In majority of dimensions this group reached higher percentage of positive answers; therefore, we consider aerobic as minimally equally adequate activity as other sport activities; moreover, it is for female students adequate motivating physical activity.

A possible way how to motivate students to move is also varied menu of such exercises on physical and sport teaching units that respect specific students' interests. Teacher should map interests of students and consequently prepare specific syllabuses. Results of our study proved that female students had shown interest and greater number of them participated on teaching units regularly in comparison with control group where teaching process was focused on sport games and athletics.

Big emphasis from teachers' side should be focused on effective transfer of knowledge and skills to students; moreover, teacher should motivate students and prepare themselves more effectively on teaching units. Well thought, creative and interesting teaching unit that is full of positive experiences and with clear aim as well as teacher as a good example can form in students a relationship to perform physical activities and maintain healthy lifestyle.

Teachers should apply also less known sport activities that are part of module Sport Activities of Movement Regime and make physical and sport education more diverse.

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