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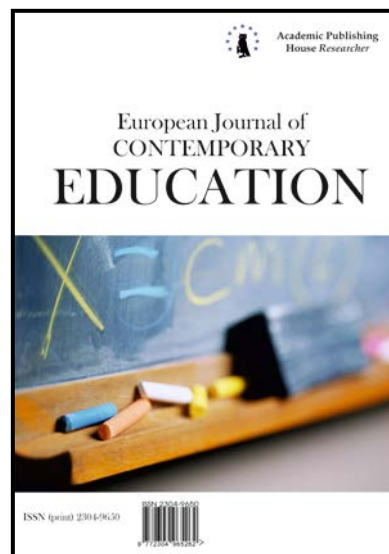
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## Attitudes of Elementary Schools Pupils to the Physical and Sport Education

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### Abstract

The aim of the research was to find out the attitudes of the pupils of the seventh, eighth and ninth year-classes of the elementary schools in Banská Bystrica to the physical and sport education. The research sample comprised 1092 pupils, out of which 584 were boys and 508 were girls. A standardised questionnaire according to Sivák et al. (2000) was used to gather the factual material. The research showed that 475 pupils (43.5%) took positive attitude to the physical and sport education, 531 pupils (48.63%) took indifferent attitude and 86 pupils (7.87%) took negative attitude. The pupils acquired majority of points in the questions focused on the cognitive part of the attitudes. On the contrary, they acquired the least number of points in the questions related to the emotional part of the attitudes. The highest average score of 67.1 points was acquired by the pupils of the 7<sup>th</sup> year-class, significantly lower value of 61.78 points was acquired by the pupils of the 8<sup>th</sup> year-class and the lowest value of 61.05 points was acquired by the pupils of the 9<sup>th</sup> year-class. The Kruskal-Wallis test revealed statistically significant differences ( $p < 0.01$ ) among the attitudes of the pupils of the 7<sup>th</sup> and 8<sup>th</sup> year-classes as well as among the pupils of the 7<sup>th</sup> and 9<sup>th</sup> year-classes. Statistically significant differences ( $p < 0.05$ ) were revealed through the chi-square test also among the attitudes of the boys and girls, while boys acquired the average score of 65.92 points and girls acquired the average score of 61.05 points.

**Keywords:** attitudes to the physical and sport education, cognitive part of the attitudes, emotive part of the attitudes, conative part of the attitudes, elementary schools pupils.

## **Introduction**

Boroš (2001) defines attitudes as a relatively permanent characteristics of individuals which express their opinion (positive or negative) to a certain area of reality and they reflect not only the basic cognitive orientation, but also the value system of a man and his effort orientation.

This means that we take an attitude towards all things, actions, people and ourselves. It means that we have some opinion (we evaluate the object of the attitude), we have a type of relationship (we like it or not) and we also behave in some way (we try to get it, we run from it). In this sense, the attitudes are a factor that strongly influences the behavior of the individual (Oravcová, 2010).

According to Kollárik et al. (2008), the attitudes are the key term explaining the social behaviour of the people. They are related to the values and value preferences, to the opinions and persuasions, to the evaluation of persons, things and events, to the emotions accompanying such an evaluation. They are the source and also the consequence of the behaviour; they are the product as well as determinant of the relation of a human being to various groups. However, they also have a deeper psychological meaning for self-concept, self-comprehension and identity of the people.

We can define the attitudes also as the learnt predispositions to react in a consistent, evaluating manner towards the psychological object. This formulation corresponds with the majority reception to the defining of the attitudes as the evaluating tendencies towards a certain object in a contemporary social psychology (Eagly and Chaiken 1993; Petty, Wegener and Fabrigar 1997; Bohner and Wänke 2002).

Large part of the authors (e.g. Boroš, Ondrišková and Živicová 1999; Nakonečný 1999; Bartík 2005) respect the classic understanding of the structure of the attitude of M. B. Smith dated back to the first half of the 20<sup>th</sup> century who differentiated 3 parts of the attitude:

1. cognitive part (cognition), which is connected to the rational evaluation of the subject of the attitude, it explains its value within the meaning correct – incorrect, wise – stupid, bad – good, fair – unfair, valuable – worthless etc. Most frequently this part is created through the taking-over of the opinions of other people.

2. emotive part (emotional), which reflects the emotional relation to the subject of the attitude within the meaning I love – I do not love, I like – I do not like, it makes joy – sadness. This part is more frequently created by the personal experience with the subject of the attitude.

3. conative part, which is demonstrated in the tendency to act, react in a certain manner to the subject of the attitude within the meaning I want it – I do not want it, I approach – I run. This part of the attitude results from the two previous ones.

Attitudes are relative permanent characteristics of a personality of a human being. It says that in spite of their large permanency, the change of attitudes is possible. Each attitude is characterised by a certain quality and intensity, elements that impact the possibility of the change of the attitudes. The quality says about the positive, negative or neutral attitudes, the intensity shows the power of the attitude – from slightly negative up to the extremely negative etc. (Oravcová 2012).

According to Bartík (2009), positive attitudes of pupils towards sport and their interest in different kinds of sports and physical education branches with the effort to achieve performance adequate to their abilities are created by fulfillment of specific educational aims of physical and sport education. While Michal (2010) adds that we can utilise the fact that mainly the teachers play an important role in the forming of attitudes of the pupils to the physical and sport education.

Dobrý (2006) warns that children are sensitive to adults' reactions. In case a student misinterprets assessment of an activity that the teacher gave, he may be fearful, frustrated and overly stressed. This may negatively affect his attitude to physical and sport education. For this reason it is very important to perceive and sensibly evaluate situations in which pupils find themselves during physical and sports education.

Problems of motivation and attitudes to sport and sports activities of disabled pupils were solved by Bolach, Bolach, and Trzonkowski (2007) and Bolach, Bolach and Mizgala, E. (2008)

The aim of the research was to find out the attitudes of the pupils of the seventh, eighth and ninth year-classes of the elementary schools in Banská Bystrica to the physical and sport education.

**Research was realised during scientific project VEGA 1/0606/15.**

### Materials and methods

The research sample consisted of the pupils of the seventh, eighth and ninth year-classes of the elementary schools Moskovská, Bakosova, Radvanská, Slobodného slovenského vysielča, Jozefa Gregora Tajovského, Spojová, Trieda SNP 20, Ďumbierska, Sitnianska, Golianova and Pieninská in Banská Bystrica. The questionnaire for finding the attitudes to the physical and sport education was distributed to 1385 pupils, while we received 1092 correctly filled answer sheets. Out of this number 584 were boys and 508 were girls (table 1).

Table 1: Composition of the research sample

Year		Boys	Girls	Total
7 <sup>th</sup> year-class		222	193	415
8 <sup>th</sup> year-class		259	198	457
9 <sup>th</sup> year-class		103	117	220
Total	n	584	508	1092
	%	46.82	53.18	100.00

The research was realised during September of the school year 2014/2015. A standardized questionnaire by Sivak et al. (2000) was used to identify the attitudes of primary school pupils towards physical and sport education. The questionnaire is designated to identify of a specific declarative attitude towards physical activity. The questionnaire consists of 51 statements and it was oriented at cognitive, emotive and conative part of attitude. For each of these above mentioned categories, there are 17 statements. The student takes his attitude to every statement by underlining one of the options in an answer sheet. The student chooses one of three alternatives: yes – I don't know – no. There is a key to processing pupils' answers:

In positive statements:		In negative statements:	
yes	= 2 points,	yes	= 0 points,
I don't know	= 1 point,	I don't know	= 1 point,
no	= 0 points,	no	= 2 points.

Negative statements are: 11, 12, 13, 16, 17, 34, 46, 48 and 51. The others are positive. The maximum number of points in each category is 34. The maximum total score is 102 points.

The intensity of the attitude towards physical and sport education is shown according to the total score earned:

- negative attitude - from 0 to 34 points,
- indifferent attitude - from 35 to 68 points,
- positive attitude - from 69 to 102 points.

We used following methods to process, evaluate and interpret the acquired data:

- Mathematical-statistical methods (arithmetic mean, Kruskal-Wallis test, chi-square test of a good conformity),
- Graphic methods (tables),
- Qualitative methods (comparison, analysis, synthesis, induction, deduction).

### Results

For the better overview, the table 2 shows the allocation of the pupils from the viewpoints of the attitudes to the physical and sport education. Based on the evaluated data we concluded that 475 pupils (43.5%) out of 1092 pupils of the elementary schools in Banská Bystrica took the positive attitude to the physical and sport education, 531 pupils (48.63%) took the indifferent attitude and 86 pupils (7.87%) took the negative attitude.

It further results from the table 2 that the indifferent attitude to the physical and sport education prevailed by boys (47.94%) as well as by girls (49.41%). Through the questionnaire, 47.09% of boys and 39.37% of girls took the positive attitude to the physical and sport education.

On the contrary, 4.97% of boys and 11.22% of girls took the negative attitude to the physical and sport education.

Table 2: Intensity of the attitudes of the pupils to the physical and sport education

Attitudes	Boys		Girls		Total	
	n	%	n	%	n	%
Positive	275	47.09	200	39.37	475	43.5
Indifferent	280	47.94	251	49.41	531	48.63
Negative	29	4.97	57	11.22	86	7.87
<b>Total</b>	<b>584</b>	<b>100.00</b>	<b>508</b>	<b>100.00</b>	<b>1092</b>	<b>100.00</b>

The table 3 shows achieved point score of all the boys and girls within the individual parts of the attitudes. As we can see, the pupils acquired the biggest number of points - 24578 (66.20%) in the questions related to the cognitive part of the attitudes. Slightly less points – 22835 (61.50%) were acquired in the questions related to the conative part of the attitudes and the least points – 22100 (59.52%) were acquired in the questions related to the emotive part of the attitudes.

There were no significant differences in the percentage points among the boys and girls in the questions related to the individual parts of the attitudes. The boys and girls acquired the biggest percentage gain of the points in the questions related to the cognitive part of the attitudes (boys 66.65% and girls 64.88%). On the contrary, the smallest percentage gain of points was acquired in the questions related to the emotive part of the attitudes (boys 61.97% and girls 56.72%).

Table 3: Achieved point score in individual parts of the attitudes

Sex	Max. score	Cognitive	Emotive	Conative
Boys	19856	13480	12304	12714
Girls	17272	11098	9796 (56.72%)	10121 (58.6%)
<b>Total</b>	<b>37128</b>	<b>24578</b>	<b>22100</b>	<b>22835</b>

In the table 4 we show the achieved point score of all the pupils within the individual year-classes. As we can see, the pupils of the 7<sup>th</sup> year-class achieved the highest average score of 67.1 points. The pupils of the 8<sup>th</sup> year-class achieved significantly lower average score of 61.78 points and the pupils of the 9<sup>th</sup> year-class achieved the lowest average score of 61.05 points. The average score of the pupils of all the year-classes was 63.66 points.

Due to the failure to fulfil the assumption of normality, we had to use the Kruskal-Wallis test to identify the significance of the differences among the individual year-classes. The test revealed the statistically significant differences ( $p < 0.01$ ) among the attitudes of the pupils of the 7<sup>th</sup> and 8<sup>th</sup> year-classes as well as among the attitudes of the pupils of the 7<sup>th</sup> and 9<sup>th</sup> year-classes.

Table 4: Achieved point score in individual year-classes

Year-class	n	Common score	Average score
7 <sup>th</sup> year-class	415	27848	67.1
8 <sup>th</sup> year-class	457	28233	61.78
9 <sup>th</sup> year-class	220	13432	61.05
<b>Total</b>	<b>1092</b>	<b>69513</b>	<b>63.66</b>

In the table 5 we show the achieved point score of all the boys and girls. As we can see, the average score of boys was 65.92 points, while the average score of girls was 61.05 points. Average score of the girls and boys together achieved the value of 63.66 points.

Based on the achieved results and using the chi-square test of good conformity, statistically significant differences ( $p < 0.05$ ) were revealed among the attitudes of the boys and girls.

Table 5: Achieved point score of the boys and girls

Sex	n	Common score	Average score
Boys	584	38498	65.92
Girls	508	31015	61.05
<b>Total</b>	<b>1092</b>	<b>69513</b>	<b>63.66</b>

### Discussion

Based on the evaluated data we can state that indifferent attitudes to the physical and sport education predominated over the positive attitudes among the pupils of the elementary schools in Banská Bystrica. On the contrary, negative attitudes achieved definitely the smallest number.

These achieved results basically agree with the study of Bartík (2009) whose research sample consisted of 1606 pupils of the 9<sup>th</sup> year-class of elementary schools. The research showed that only 45.21% of the pupils took the positive attitude to the physical education and sport and 52.55% of the pupils took the indifferent attitudes.

Görner and Starší (2001) also ascertained prevailing indifferent attitudes to the physical education and sport among the pupils. They realised the research at selected metropolitan and rural elementary schools, while the questionnaire was filled by more than 890 schoolboys and schoolgirls.

Michal (2010) realised the extensive research on the sample of 4017 pupils, out of which 2074 were boys and 1943 were girls. Also in this case the processed results showed prevailing indifferent attitudes of the pupils (64.5%) to the physical activities, school physical education and sport over the positive attitudes (35.5%).

Our achieved results correspond also with the Ozmutlu et al. study (2013) whose research on the sample of 412 students of secondary schools in Turkey showed that there is a significant difference among the attitudes of the students to the physical education and sport from the age and sex points of view.

On the contrary, our data do not agree with the study of Jansa, Kovář and Fantová (2007) who realised the research on the sample of 1029 pupils of North Bohemia region. The results of their study showed that more than two thirds of the pupils took the positive attitude to the physical education, physical activities and sport which they consider to be a part of their lifestyle.

Górna (1997) in her research also ascertained the prevailing positive relation to the lessons of physical education among the students of selected secondary schools in Olomouc and Katowice regions.

Ludviková (2012) was also ascertaining the prevailing attitudes to the school physical education at the secondary schools. She realised the research at 23 schools in Slovakia (1192 respondents) and 4 schools in the Czech Republic (465 respondents). In both the participating countries the author states very positive attitudes to the physical and sport education, while there were 79.5% of students in Slovakia and 74.7% of students in the Czech Republic who took the positive attitude.

We agree with Michal (2013) who based on his researches and experience recommends putting the emphasis on the fun aspect and motive "I do sport because I like it" by the physical and sport activities. This is just the fact that definitely plays the most significant role in involving the youth to the physical and sport activities.

### Conclusion

The aim of the research was to find out the attitudes of the pupils of the seventh, eighth and ninth year-classes of the elementary schools in Banská Bystrica to the physical and sport education.

Based on the evaluated data we concluded that out of 1092 pupils, 475 pupils (43.5%) took positive attitude to the physical and sport education, 531 pupils (47.63%) took indifferent attitude and 86 pupils (7.87%) took negative attitude, while the majority of points were acquired by the pupils in the questions focused on cognitive part of the attitudes. Slightly fewer points were achieved in the questions related to the conative part of the attitudes and the smallest number of points was achieved in the questions related to the emotive part of the attitudes.

When comparing the attitudes of the pupils within the individual year-classes, the pupils of the 7<sup>th</sup> year-class achieved the highest average score of 67.1 points. The pupils of 8<sup>th</sup> year-class achieved significantly lower average score of 61.78 points and the pupils of the 9<sup>th</sup> year-class achieved the lowest average score of 61.05 points. Statistically significant differences ( $p < 0.01$ ) were revealed among the attitudes of the pupils of the 7<sup>th</sup> and 8<sup>th</sup> year-classes as well as among the pupils of the 7<sup>th</sup> and 9<sup>th</sup> year-classes.

When comparing the attitudes of the boys and girls, the average score of the boys was 65.92 points and average score of the girls was 61.05 points, while statistically significant differences ( $p < 0.05$ ) were revealed among the attitudes of the boys and girls.

For the needs of practice we recommend improving the educational process of the physical and sport education – implementing the modern physical-educational programmes to the schools within which the maximum number of interesting physical and sport activities and various discussions with successful sportsmen would be realised. We further recommend activating the cooperation of schools with sport clubs and leisure time centres.

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