

Univerzita Mateja Bela Banská Bystrica
Fakulta humanitných vied



ACTA UNIVERSITATIS MATTHIAE BELII
PHYSICAL EDUCATION AND SPORT

Vol. IV

No. 1/2012

2012

Recenzovaný časopis vedeckých štúdií

ISSN 1338-0974

Univerzita Mateja Bela Banská Bystrica

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KNEE JOINT FLEXORS AS ONE OF THE MOST COMMON LEG MUSCLE SHORTENINGS BY 9 AND 10 YEAR OLDS

ADAMČÁK ŠTEFAN

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KEY WORDS: shortened muscles, school physical education.

INTRODUCTION

Muscles are the most dynamic component of the musculoskeletal system. This means that they almost immediately respond to any positive or negative display of our motional regime. In particular, adolescence is very sensitive to this kind of changes. In everyday life, not only in the adult population but also by children, the movement is on its decline (Nemec, 2007; Izáková-Hrušová, 2009; Valjent, 2010; Bendíková, 2010, Michal, 2010; Chebeň, 2011). This active movement is often replaced due to a fact of sedentary employment. The consequences of this fact are the incidences of various disorders of the locomotor system children of school age have (eg. Thurzová, 1991; Přidalová, 2000; Vařeková-Vařeka, 2001; Kratěnová-Žejglicová- Malý-Filip, 2005; Bartík, 2006; Hubinák, 2007; Pracharová, 2011). Therefore, body of students becomes less fit for any physical activity. It is susceptible to various diseases of civilization. Due to these facts, we decided to determine which leg muscle group in aspect of muscle shortening is at primary school pupils the most affected one.

AIM

Based on several literature sources (Thurzová, 1991; Vařeková-Vařeka, 2001; Kanásová, 2005, Kováčová-Tokar, 2008; Majerik, 2009; Pracharová, 2011, Lopata, 2011 and others), our work was to determine whether the knee flexors at 9 to 10 year olds belong to the most shorted muscle group of lower limbs muscles. The research was solved as a partial task in the grant of VEGA 1/0218/10 "The level of sustainment-motional system and the

functional state of postural and phasic muscles of primary and secondary school children of the Slovak central region."

METHODOLOGY

The sample consisted of first level primary school students in the Orava region, being the 3rd year students. Their average age was 9.5 years. Their number was 144 and from this number there were 67 boys and 77 girls.

Functional muscle disorders of muscle shortenings were examined by the method of Janda (1982), which was modified for physical education practice (Labudová-Thurzová, 1992). In our experiment, we have chosen the following muscles:

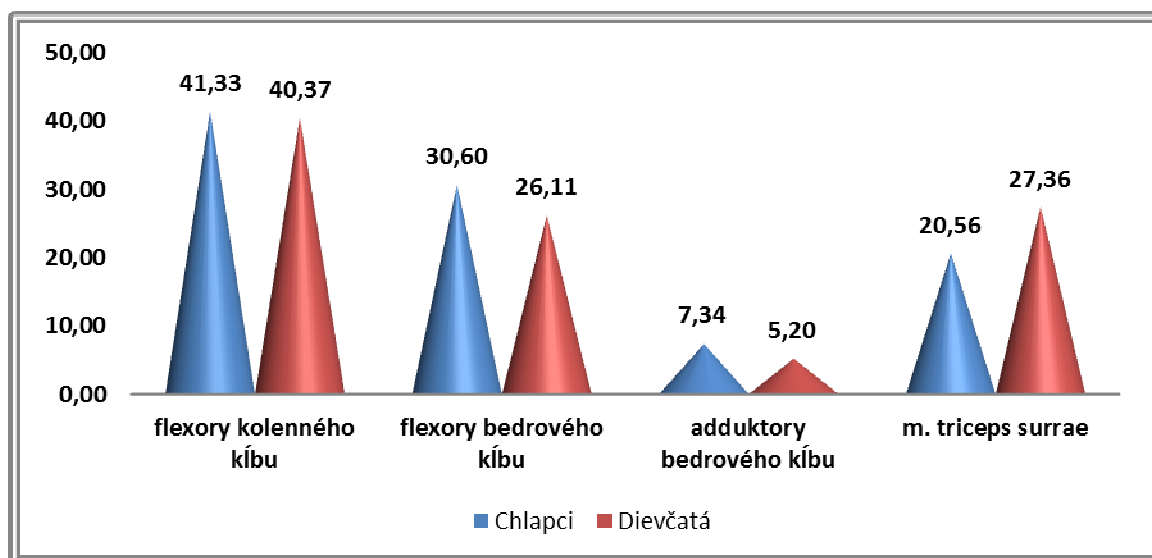
- hip joint adductors (hip adductor); long adductor– m. adductor longus (short adductor - m. adductor brevis, big adductor– m. adductor magnus, pectinate muscles - m. pectineus, raglin muscles - m. gracilis);
- hip joint flexors (hip joint benders) - (m. rectus femoris, m. Iliopsoas, m. Tensor fascia latae)
- knee joint flexors (m. biceps femoris, m. Semitendinosus, m. semimembranosus);
- three-headed calf muscle (m. triceps surae) – consists of two heads: m. soleus and m. gastrocnemius).

Diagnosis of musculoskeletal system through functional muscle testing was performed in the month of September 2010. You can found the results presented in pictures marked - Adamčák, 2011.

RESULTS

Musculoskeletal examination of lower limbs has shown that the shortened muscles occurred in each of our monitored sample - 100% incidence. The work of other professionals (Badtke-Roderfeld, 1986, Máčková-Máček–Javúrek, 1987; Thurzová, 1991; Thurzová-Kováčová-Medeková, 1993; Sojáková, 1993, Horkel -Havel- Šíma, 1999; Přidalová, 2000; Vařeková-Vařeka, 2001; Kanášová, 2005; Kováčová-Tokar, 2008; Majerik, 2009; Prachařová, 2011) dealing with the issue of incorrect posture, muscle imbalances shows that the occurrence of musculoskeletal disorders in the adolescent population is almost a regular phenomena. As we assumed muscle shortenings by most of our patients occurred in the knee joint flexor (Picture 1).

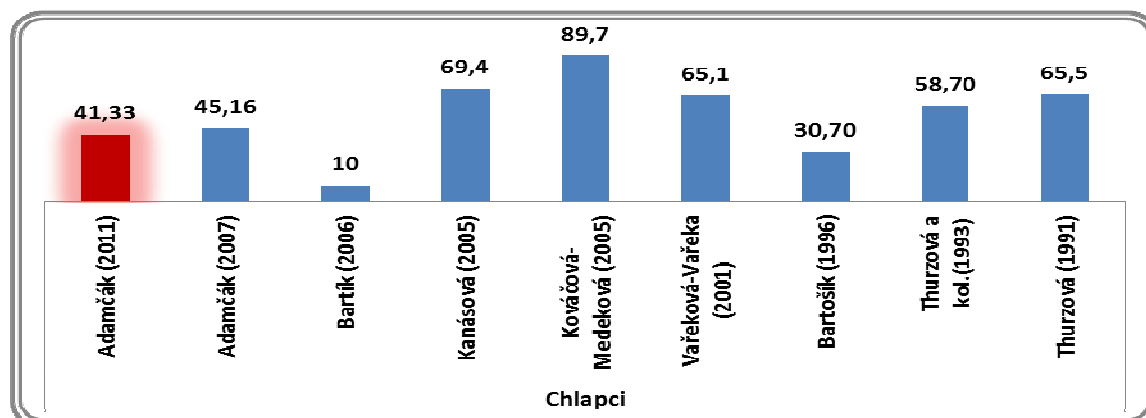
Research measurements also showed that the number of shortened muscles was slightly higher by boys than girls. The exception was only three-headed calf muscle. Nevertheless, we incline to believe that a higher frequency of muscle shortenings by boys is caused by the postural muscle response to a static load, the higher interest in natural power exercises but certainly in the choice and interest of physical activity.



Picture 1 Frequency of shortened muscles in %

Knee joint flexors (m. biceps femoris, m. Semitendinosus, m. Semimembranosus) were in our study the muscles with the greatest incidence of muscle shortenings (Pic. 1). Their occurrence in a group of boys and girls reached values higher than 40% which is shown in the Picture 2 and 3.

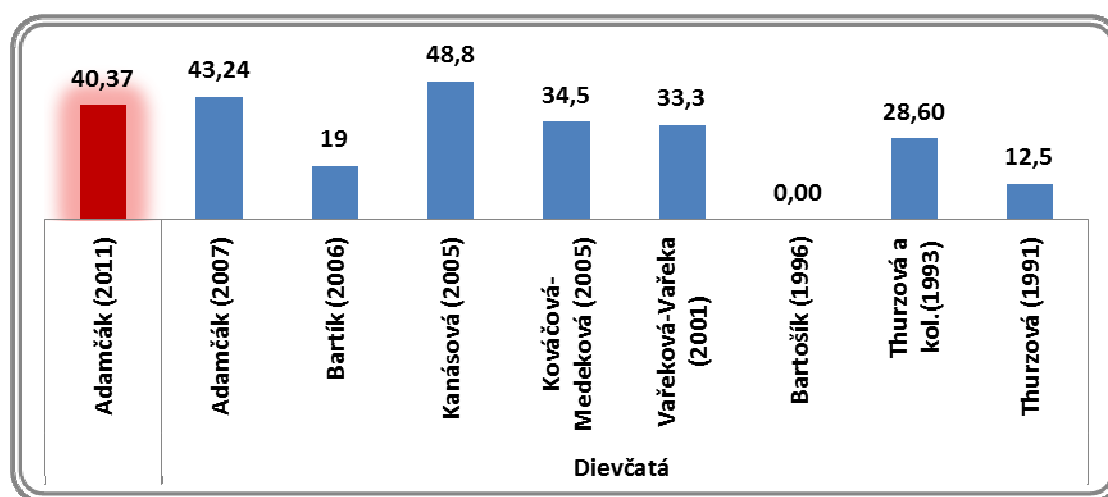
Research measurements of boys compared to the research sample of Bartošik (1996) and Bartík (2006) have shown a higher shortening appearance; although comparing the results in our group with other experts as shown in Picture 2, we have recorded a lower muscle shortening value.



Picture 2 Frequency of shorter knee joint flexor in % by the group of boys

During the input measurements in the group of girls, we have reported 40.37% occurrence. Higher frequency of this muscle shortening (Pic. 3) was recorded only in the work of Adamčák (2007) and Kanášová (2005). Comparing it with other experts from Picture 3 it is clear, that our research sample of girls showed a higher frequency of muscle shortenings.

In our statistical evaluation from the perspective of intersexual differences, no significant deviations have been recorded.



Picture 3 Frequency of shorter knee joint flexor in% by the group of girls

The results of our work correlate with the findings of Máčková et al. (1987), Horkela-Havel-Šíma (1999), Kováčová-Paugšchová (2005), Prachárová (2011), the knee joint flexors are the muscles most affected in terms of muscle shortening by primary school pupils.

According to several authors like Thurzo - Štulrajter (1993), Dlhoš (1998), Adamčák (2000), Kobzová (2000), Přidalová (2000), Thurzo et al. (2001), Bursová- Čepička -Votík, (2001), Tobolková (2002), Lopata (2011) and many others, belongs to this group of muscles by athletes to the most affected muscles in terms of muscle shortening; which has been recorded especially by football, hockey and tennis players, where these muscles are heavily loaded as evidenced by their high percentage of shortenings, often well beyond the 60% range.

CONCLUSION

According to Thurzo et al. (1993) high incidence of shorter knee joint flexor, especially by boys is a serious phenomenon which can consequently affect the dynamics in many ways.

It also assumes that boys in their extension of the hip joint preferably – considerably activate them and the major hip extensor m. gluteus maximus becomes attenuate and weaken; as a matter of fact this muscle was in many studies (Mack et al., 1987; Thurzo, 1991; Thurzo-Kováčová-Medeková, 1993; Vařeková-Vařeka, 2001, Lopata (2011) and many others) the most weakened muscles. From this aspect, Kováčová Paugšová (2005) recommends paying particular attention to the prevention or correction of the phenomenon within the mandatory physical education, or even in the content of education and in physical education training of teachers.

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SUMMARY

The author in this paper addresses the problem of most often shortened muscles of lower limbs by primary school pupils. Functional muscle disorders of shortened muscles were examined through the method of Janda (1982), which was modified for physical education practice (Thurzová, 1992). The results of our study showed that the knee flexors muscles were most frequent in terms of muscle shortening in primary schools with more than 40% incidence, which correlates with the work of several experts in this field.

THE STUDENTS' ATTITUDES TO THE PHYSICAL EDUCATION AND SPORTS ACTIVITIES AT GRAMMAR SCHOOL IN THE TOWN MARTIN AND TOWN ZVOLEN

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KEY WORDS: high school students, attitudes to physical education and sports activities, the level of extracurricular physical activity.

INTRODUCTION

The concept of attitude appears in sociology and social psychology in the early 20th, century, and is associated with the names of W. J. Thomas and F. Znaniecky. Their definition did not become established, but their interpretation of the attitude was mainly accepted (Nákonečný, 1999).

G. W. Allport talks about the attitudes as mental and nervous state of emergency, which is organized by the experience and has leading and dynamic impact on the individual's response to all objects and situations with which it is connected (Gáborová, 1999).

In the specialized literature are most often mentioned these components of attitude (Boroš – Ondříšková – Živčicová, 1999):

1. cogitative, cognitive component,
2. affective (emotional) component,
3. conative component (tendency to action)

Gáborová (1999) describes the process of creating attitudes as very complex and complicated, influenced by a variety of internal and external factors among which are often mutually conditioning.

Physical Education is by its focus specific compulsory school subject. It focuses not only on physical, functional and physical improvement of students, but also on mental and

intellectual. One of its main objectives is to form positive attitude among students not only to this school subject, but also to physical activity and sport in general (Bartík, 2009).

It is very important that Physical Education teachers and sports coaches realize that sports and physical experience gained during puberty, especially around the age 12, may significantly affect the attitudes that young people will take to the physical activity and to the sport in general, and that in influencing the attitudes of their wards they themselves have an important role (Dobrá, 2006).

If a student or athlete does not prefer his coach or Physical Education teacher, he does not want to carry out sports activities with the maximum effort. On this basis, it creates a certain attitude to the certain activity. Awareness of the action passes through a system of attitudes before the student performs the activity. Many times it happens that the less physical efficient student or less developed athlete give better performance than the technically and tactically better teammate. The difference lays in the attitude that is to say in effort, in the fighting spirit and in the discipline in carrying tasks (Macák – Hosek, 1987).

In the past, the issue of the survey of attitudes to Physical Education students was dealt by: Chromík et al. (1993), Antal – Dorošová (1996); Görner – Older (2001), Michal (2002), Bartík (2005, 2006, 2007, 2009), Bartík – Mesiarik (2009) and others.

In 2009 Bartík carry out the research in order to determine attitudes to Physical Education and sport of 9th grade students of elementary schools in the region Martin. He founds out that a positive attitude toward Physical Education and sport has 68.75% of the students, mostly girls. A positive finding was that none of the respondents set a negative relationship with Physical Education and sport.

Attitudes of secondary school students to Physical Education and sport were also concerned with Michal (2010), who conducted research in the region of Banská Bystrica. The research involved over 4,017 secondary school students. Author found that only 61.3% of students of the selected schools has indifferent attitude toward Physical Education and sport. More positive attitude toward Physical Education and sports had girls (37.2%) than boys (33.8%). Author also investigated how well these students perform kinetic extracurricular activities. Most pupils were devoted to after-school physical activities on a recreational level (59.8%) and competitive level (22.3%), 6.5% rarely chose these activities and 11.4% of students did not engage in the after-school physical activities at all.

AIM

The aim of our research was to investigate the attitudes to Sport and Physical Education and sport of the first year students of two Grammar schools: William Pauliny - Toth, Martin and Ľudovíta Štur in Zvolen, and further to find out at what level extra-curricular physical activities are carried out.

HYPOTHESES

H 1: We assume that first-year students of the both Grammar schools have indifferent attitude towards Sport and Physical Education and sport.

H 2: We assume that boys have more positive attitudes towards Sport and Physical Education and sport than girls.

H 3: We assume that kinetic extracurricular activities are carried out at least by 50% of pupils in both secondary schools.

TASKS

1. To find out through the questionnaire the intensity of attitudes and the level of extra-curricular physical activities of the first-year students of the Grammar schools of William Pauliny - Toth, Martin and Ľudovít Štúr in Zvolen.
2. To process data and to compare the intensity of attitudes among high school of both genders.
3. To formulate research's results in conclusions.

METHODOLOGY

According Višňovský et al. (2007) questionnaire method is one of the most commonly used methods, especially in the social sciences. Its basis is the written communication between implementers and research respondents. Gavora (2000) also added that this method is the most used of the methods by which the questionnaire itself is a resource to obtain large amounts of data that are important for research.

To investigate the attitudes to Sport and Physical Education and sport of the first year students of two Grammar schools: William Pauliny - Toth, Martin and Ľudovíta Štur in Zvolen we used a standardized questionnaire for ninth grade students from elementary schools by Sivák et al. (2000).

This questionnaire is designed to detect specific declarative approach to physical education activities. The questionnaire contains 51 items and focuses on cognitive, emotional and conative component of attitude.

For each of these components are identified 17 items the first 17 items are focused on cognitive component of attitude, which is closely related to the adoption of specific and general knowledge of physical culture, hygiene, healthcare, thus the theoretical basis of elementary physical education training. The second 17 items are focused on emotional component, which is considered very important in developing attitudes towards Physical Education. Last 17 items are focused on conative component of attitude, in which case the activity of the student and his active participation in physical activities is discussed.

The questionnaire was electronically processed by google doc., and through online reference was distributed to students the first year of Grammar school. A student takes his opinion for each item choosing only one of three alternatives:

- ❖ yes,
- ❖ I don't know,
- ❖ no.

Evaluating the responses pupils is carried out according to the formula:

- ❖ the positive items:
 - yes = 2 points
 - I don't know = 1 point
 - no = 0 points
- ❖ the negative items:
 - yes = 0 points
 - I don't know = 1 point
 - no = 2 points

Negative items are: 11, 12, 13, 16, 17, 34, 46, 48, 5. Other items are positive. The maximum score for each attitude item is 34 points and for the full questionnaire is 102 points.

The intensity of the attitude to Physical Education determines the overall gain points:

- ❖ negative attitude - from 0 to 34 points,
- ❖ indifferent attitude - from 35 to 68 points,

- ❖ positive attitude - from 69 to 102 points.

The questionnaire was accompanied by the question of at what level the students are dealing with sports activities outside the classroom. Students could choose from three options: I engage in sport at professional level, recreationally or I don't engage to sports activities outside the classroom.

Methods of processing the material obtained

The work used in particular the following methods to process the factual materials:

- ❖ qualitative methods - comparison, induction, deduction, analysis, synthesis,
- ❖ mathematical-statistical methods (calculating the arithmetic average),
- ❖ graphical methods - tables and pictures.

Characteristics of the research set and the conditions for research

The sample consisted of the first-year students of the Grammar schools of William Pauliny – Toth in Martin and Ľudovít Štúr in Zvolen. The sample consisted of 215 students, of whom 96 were boys and 119 girls.

Table 1 Composition of survey sample

gender	grammar school Martin	grammar school Zvolen	students together
boys	45	51	96
girls	47	72	119
boys and girls	92	123	215

Research was conducted at the beginning of the school year 2011/2012 in October, the students filled out an electronic questionnaire online during the Computer Science lesson.

RESULTS AND DISCUSSION

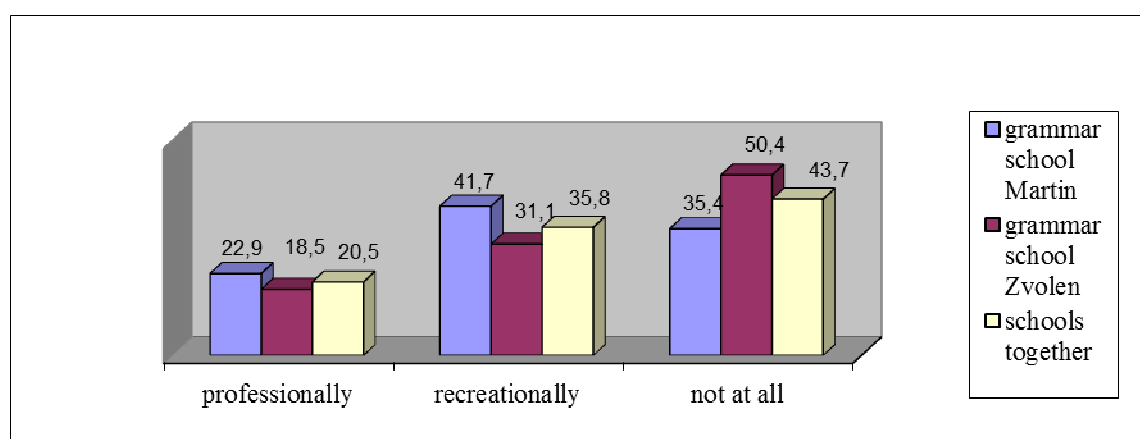
On the research sample of 215 students of the first-year students of the Grammar schools of William Pauliny – Toth in Martin and Ľudovít Štúr in Zvolen we investigated at what level students engage in physical activities outside the classroom and their attitudes toward Physical Education and sport.

Table 2 and picture 1 shows at what level students of first-year of both Grammar schools engaged to extra-curricular physical activities. Of the 215 students performing movement extracurricular activities 44 pupils are professionally engaged, which is 20.5% of the total number of students.

In total 77 students, a 35.8% carry out extracurricular activities recreationally. What is striking, up to 94 pupils, which is 43.7% of does not have any extracurricular kinetic activity. In terms of comparing both Grammar schools, the worse results are found at Grammar school in Zvolen, at which 50.4% of pupils does not have any extracurricular kinetic activity, while at school in Martin, 35.4% of students.

Table 2 The level of extra-curricular physical activity of students

extra-curricular physical activity	grammar school Martin		grammar school Zvolen		schools together	
	number of students	%	number of students	%	number of students	%
professionally	22	22,9	22	18,5	44	20,5
recreationally	40	41,7	37	31,1	77	35,8
not at all	34	35,4	60	50,4	94	43,7
all together	96	100,0	119	100,0	215	100,0



Picture 1 The level of extra-curricular physical activity of students

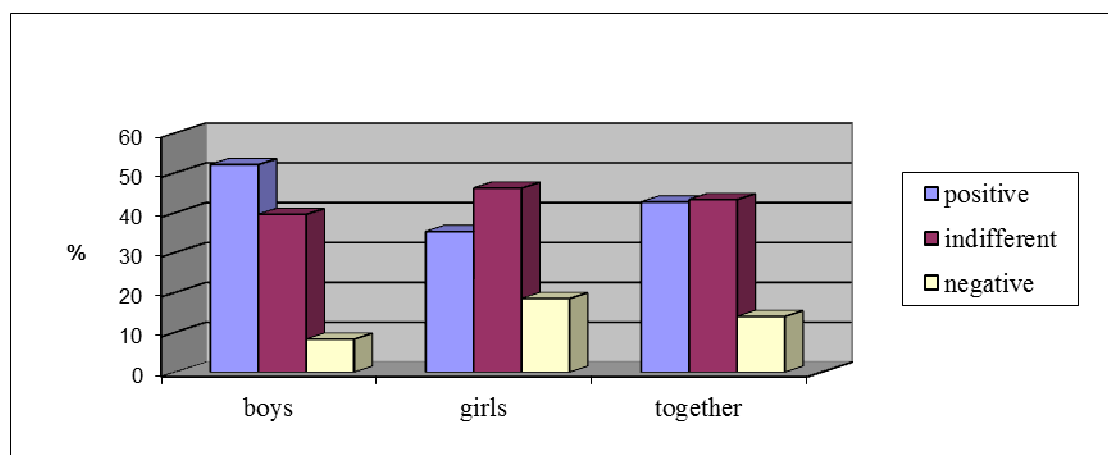
We believe that this alarming situation can relate to fact that schools mainly attend students who tend to focus on cognitive component of personality, rather than psycho kinesthetic. Given state may be associated with the possible demands of content of the curriculum for the students of Grammar schools which is completely focused on the general insights and its difficulty does not allow students to perform extracurricular kinetic activity.

Analysis results of attitude survey responses are given for better clarity in Table 3 and 4. Based on the evaluation of attitudinal survey concerning Physical Education and sport, we came to a finding that of the 215 students 92 students (50 boys and 42 girls), set a positive attitude to Physical Education and sport, 92 for the students (50 boys and 42 girls), which is 42.7%.

As we can see in Table 3 and Picture 2, indifferent attitude toward Physical Education and sport showed 93 students (38 boys and 55 girls), which is 43.3%. The causes of this condition may be several: lack of support on physical activity from family, preferring more comfortable activities (watching TV, playing computer and video game consoles) at the expense of moving, insufficient use of non-traditional sporting activities for teaching Physical Education and sports, or dull and stereotyped course of instruction.

Table 3 The students' attitudes on Sport and Physical Education and on sport from the gender perspective

attitude	boys		girls		together	
	number of students	%	number of students	%	number of students	%
positive	50	52,1	42	35,3	92	42,7
indifferent	38	39,6	55	46,2	93	43,3
negative	8	8,3	22	18,5	30	14,0
together	96	100,00	119	100,00	215	100,00



Picture 2 The students' attitudes on Sport and Physical Education and on sport from the gender perspective

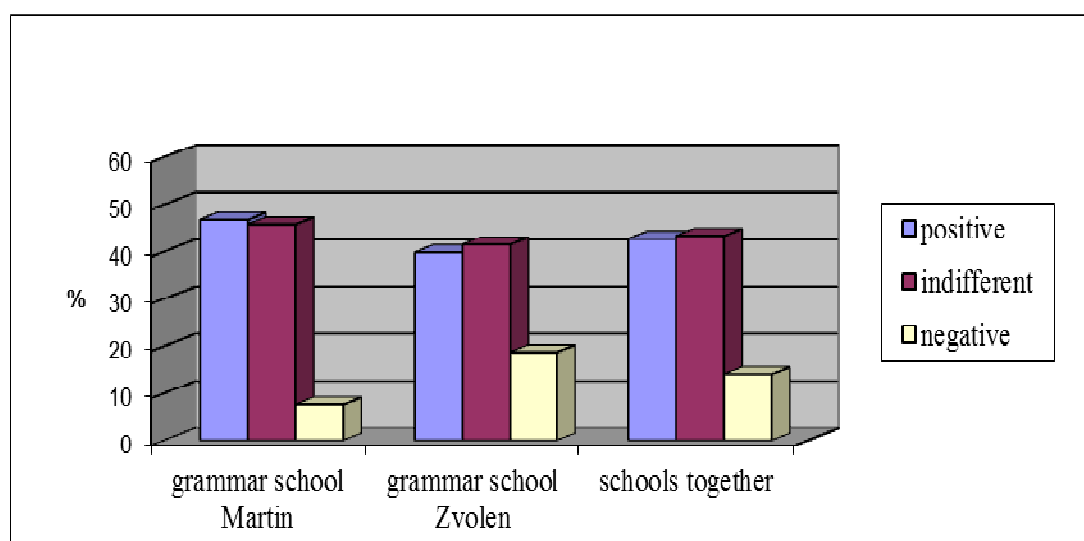
Picture 2 also shows that while boys have mostly positive attitude (52.1%) on Physical Education and sport, girls showed indifferent attitude (46.2%). The surprise is not that the negative attitude towards Sport and Physical Education and sports dominated among girls (18.5%) compared with boys (8.3%).

The students' attitudes on Sport and Physical Education and sport from the perspective of the high school attended can be seen in Table 4 and Picture 3.

Based on the processing results of the questionnaire we note that for the first year of high school students in Zvolen indifferent attitudes prevail, which showed 41.5% students. However, in the first year of high school students in Martin dominate positive attitudes towards Sport and Physical Education and sport, which showed 46.7%, which we did not expect.

Table 4 The students' attitudes on Sport and Physical Education and on sport from the perspective of attended school

attitude	grammar school Martin		grammar school Zvolen		schools together	
	number of students	%	number of students	%	number of students	%
positive	43	46,7	49	39,8	92	42,7
indifferent	42	45,7	51	41,5	93	43,3
negative	7	7,6	23	18,7	30	14,0
together	92	100,00	123	100,00	215	100,00



Picture 3 The students' attitudes on Sport and Physical Education and on sport from the perspective of attended school

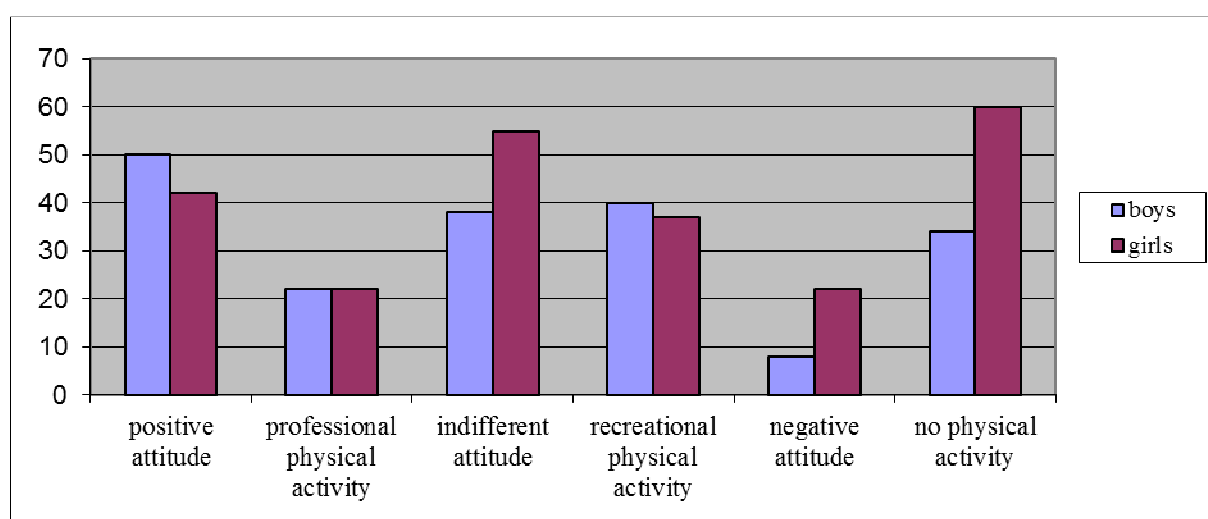
Despite the fact that Physical Education and sport is normally considered a favorite subject, we consider a positive finding that of the 215 students of the research sample, only 30 students showed negative attitude, representing 14% of the whole set of research sample. Of these, 8 were boys and 22 girls.

Table 5 and picture 4 summarizes data on the level of extra-curricular physical activities first grade students of both Grammar schools and their attitudes on Sport and Physical Education and sport. On basis of logical processes, we can conclude that even though the 94 students, which is 43.7%, does not have any extracurricular activity, has a negative attitude toward Physical Education and Sport and sport only 30 students (14%). This means that even though students do not perform kinetic activity they have indifferent or positive attitude towards Sport and Physical Education and sport.

We believe that this situation may be related mainly to the fact that Sport and Physical Education curriculum in both Grammar schools does not place high demands on cognitive component of personality, which shows that pupils can be freer, relaxed and they can develop emotional and psycho kinesthetic component of personality.

Table 5 Extra-curricular physical activity and attitudes towards Sport and Physical Education and sport

gender	positive attitude	professional physical activity	indifferent attitude	recreational physical activity	negative attitude	no physical activity
boys	50	22	38	40	8	34
girls	42	22	55	37	22	60
all together	92	44	93	77	30	94



Picture 4 Extra-curricular physical activity and attitudes towards Sport and Physical Education and sport

The table may further state that although the total number of 215 pupils is actively in sport only 44, which is 20.5%, a positive attitude toward Physical Education has up to 92 students, representing 42.8%.

We assume that the situation can closely relate to spatial and material support, as the two secondary schools have excellent conditions for teaching Physical Education and Sport. They have a fully functional gym, fitness room, football pitch and in Zvolen gymnastic gym. Of course we must not forget the personality of the teacher which is one of the determinants of popularity of Physical and Sport Education.

CONCLUSION

The aim of our research was to investigate the attitudes to Sport and Physical Education and sport of the first year students of two Grammar schools: William Pauliny - Toth, Martin

and Ľudovíta Štur in Zvolen, and further to find out at what level extra-curricular physical activities are carried out. We conclude that by carrying out the tasks of research we fulfilled the research's aims.

In the first hypothesis we assumed that first-year students of the both Grammar schools have indifferent attitude towards Sport and Physical Education and sport. The results of our research showed that the first hypothesis is not confirmed, as indifferent attitude toward Physical Education and Sport is only among high school students in Zvolen. High school students in Martin took a positive attitude.

In the second hypothesis we assumed that boys will have more positive attitude towards Sport and Physical Education and sport than girls. From the results of our research we conclude that the second hypothesis is confirmed. From the whole sample of the boys 52.1% had positive attitude on Physical Education and sport and only 35.3% of girls.

In the third hypothesis we assumed that kinetic extracurricular activities are carried out at least by 50% of pupils in both secondary schools. From the results of our research we conclude that the hypothesis is not confirmed because the extracurricular activity at the recreation level carries only 35.8% of pupils in both Grammar both Grammar schools, which we did not expect.

For the practice is recommended improvement of the educational process in Physical and Sport Education. To incorporate in the curricula as much as possible non-traditional movement and sports activities in order to avoid dull and monotonous teaching, so students could show more interest for physical activities. Furthermore, we recommend improving cooperation between schools with parents, sports clubs and leisure centers to improve attitudes on Sport and Physical Education, sport and regular physical activities.

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SUMMARY

In this research, the authors have been working to find out what are the 1st class students' attitudes to the Physical Education and sports activities at Grammar schools in Martin and Zvolen. Furthermore, the main aim of this research was, at what level they have been practising out-of- school movement activity. The research was made on the sample 215 students from which there were 96 boys and 119 girls. A standardised questionnaire by Sivak and coll. (2000) has been used as a research method for finding factual information about the students' attitudes to the Education and sports activities. In addition, in this work, there were also used qualitative, graphical and mathematic-statistical methods. It was found by the research that only 42,7% of the 1st class students at Grammar schools in Martin and Zvolen had a positive attitude to the Physical Education and sports activities. More boys than girls had more positive attitude to the Physical Education and sports activities. Only 30 students (14%) had a negative attitude to the Physical Education and sports activities what is surprising.

INTEREST OF PRESCHOOL CHILDREN AND THEIR PARENTS IN PHYSICAL ACTIVITIES AND SPORT IN CENTRAL SLOVAKIA REGION

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KEY WORDS: physical activities, children of preschool age, kinds of physical activities and sports, organized physical activity.

INTRODUCTION

Physical activity is essential to human existence. It is part of everyday human life therefore it is important to create a relationship to this kind of activity since preschool age to late adolescence (Bendíková, 2010).

The steady decline of interest in physical activity and sport, of course, touches and does not avoid generation of preschoolers and it is also visible at all other ages. Regular inclusion of Physical Education into daily routine of children together with the stay outdoors, walks and other activities is also part of the Programme of Upbringing and Education of Children In Kindergartens - (Guziová, 1999) – it presents some kind of prevention due to the this negative phenomenon. Therefore, teachers and the environment of kindergarten is one of the important factors affecting the relationship of children to move and physical activities.

The second factor is the family environment and parents which are also important determinants of a positive relationship to movement and sport. In our view, not just sports-minded and physically active parents should encourage children to regular disorganized or organized sports activities, especially because of lifestyle diseases prevention and health strengthening, development of children's motor skills, good exercise habits, stimulating the correct posture body and support and development of positive attitude towards the movement and sport which will become an integral part of their lives.

METHODOLOGY

The research was realized by questionnaires designed for parents of kindergarten children. The sample consisted of parents of children who attended one of the kindergartens which were included in the research. We were interested primarily in age and sex of the child and the parents' views on the movement of children in kindergarten and its material and spatial conditions. We also asked about the relationship and the kind of physical activities that parents perform with the children and whether the children deal with the organized physical activity. All our questions are summarized in 15 items. The evaluation of questionnaires and the results were part of a wider research dealing with physical education and physical activity of preschool children. The sample of children and parents was divided in experimental sample - 136 parents, control sample - 102 parents (depending on the application and use of an experimental factor that was not significant in these results), urban sample - 151 parents and rural sample - 87 parents (according to the residence of parents and children). Research was conducted in selected kindergartens in Central Slovakia. We have included kindergartens from Zvolen, Sliach, Žilina, Čadca, Martin and Banská Štiavnica Banská Bystrica, Brezno and Čierny Balog.

The aim of partial research was to determine the correlation and differences in parents' views from experimental and control sample but also between sample of urban and rural sample.

HYPOTHESES

H1: We assumed that more than 50 % of respondents (parents) regularly do physical activity with their children at least two times a week.

H2: We believe that at least half of respondents (both men and women) regularly exercise in their free time and it is clearly in favor of men and women representing the urban sample.

RESULTS

In all four series of questionnaires was completed by more than 70 % of women, rest was completed by men. During evaluation we can consider both parents because questionnaire contained questions with possible answers from male and female respondents separately.

Percentages of samples are: experimental sample (ES) 74.26 %, control sample (CS). 49.02 % of respondents live in the city which is affected by ES that includes two rural kindergartens and three in CS.

Answers on the question - what premises can parents and their children use – are in Table 1.

In all samples parents and children can use and are available to carry out physical activities in forest and meadow - over 70 %. Second is the court - more than 63 % of all samples. Playground may be used by less parents and children and other areas do not exceed 50 % except of football field in a rural sample (RS) - 55.17 % and pools in the urban sample (US) - 56.29 %. This phenomenon is attributed to the fact that there is a football field in almost every village accessible to residents and in the second case it is swimming pool located in the city so it is just as accessible as possible to its inhabitants - urban sample. Parents also report the use of tennis courts, gym and swimming pool which percentage is negligible.

Table 1 Premises that are available for parents with children

Premises	experimental	control	urban	rural
Football field	49.26%	47.06%	44.37%	55.17%
Playground	55.62%	60.78%	70.86%	36.78%
Swimming pool	41.91%	46.08%	56.29%	21.84%
Court	75.74%	63.73%	66.23%	78.16%
Ice rink	32.35%	28.43%	37.75%	18.39%
Forest, meadow	79.41%	70.59%	68.21%	82.76%
Other...	1.47% tennis court 0.74% gym	1.96% pool 1.96% ten. court 0.98% gym	1.32% pool 0.66% ten. court 0.66% gym	—

Respondents believe that their children have enough movement in kindergarten. More than 60 % of parents from all four samples believe it.

65 % of respondents, even in ES 76.47 % of them consider equipment of kindergarten on standard level.

Analysis of the responses regarding the relationship of both parents to the child's sport and physical activity brought the following: in ES positive relationship is signed more than 71 % of men and women. The gender ratio was balanced in this case. In CS was more than 77 % of respondents, in favor of men. In US we recorded more than 78 % of parents, in favor of men. In RS was the lowest representation - more than 66 %, where the proportion of men

and women was almost equal. A negative relationship was recorded in less than 1.32 % of the respondents, and only in ES and MS the file.

46.12 % of women and 45,79 % of men surveyed in experimental sample were and still are devoted to sport. More than 30 % of the sample are parents who sported actively but today they don't do any physical activity.

There is 77.45 % females and 80.39 % males in control sample who are still active. More than 28% of respondents in this sample sported actively but now they do not.

57.94 % of women and 57.29 % of men from the city sample sport. This percentage is lower. Up to 30 % of respondents now don't do any physical activity comparing to the past.

In rural sample of parents the lowest number of respondents sported and still sport - 33.33 % women, 35.63 % men. 39.08 % of women and men sported but today they do not any sport actively.

These facts confirm our assumption of more than 50 % sporting parents only in the urban and control sample but clearly in favor of urban sample compared to rural. Reason of this fact is wider offer and possibilities to choice sport and recreational activities offered by the city. There is lower percentage of sporting parents in experimental and rural sample than we anticipated so our hypothesis was not confirmed.

Parents with children in common physical activities often use most accessible ways of active movement: on the first place it is walking, then cycling and sledging. These activities and their sequence in all four samples were the same. We find the same relationship with the answers to the question of premises that parents can use in their place of residence for sports activities, because we all agree that the most accessible for them is forest, meadow and own court (Table 2).

Swimming is on the fourth place only in the city sample which we justify as the fact that for respondents and their children swimming pool is as accessible as possible in terms of location because it is a part of the city. This is possible to see in the rural sample where swimming is on the seventh place, swimming pool is not so accessible for this sample. In other samples ball games are on the fourth place. Football is most played in rural sample. We assume that it is because of convenient location of football fields that are part of almost every village and because of the possibility of their use by children and parents in rural areas. Skating, dance and compensatory exercises are at the end of the chart. Parents use these activities rarely. We believe that compensation exercises are unknown to most parents in all samples so they put them on the last place. In addition to these activities, parents play tennis

with their children (in eight cases). Only one individual in each of first three samples prefer dance, hockey and badminton.

Respondents do some physical activity two or three times a week in ES (36.76 %) in CS (45.1 %) and US (49.01 %). The exception is RS where 34.48 % of parents with children sport only occasionally and 28.74 % from two to three times a week. The second highest percentage was recorded in ES and UA where nearly 30 % of respondents with children sport every day. In CS more than 30 % voted for occasional physical activities. We found lower percentages of parents who sport with their children than we expected before research. Even this hypothesis was not confirmed.

Table 2 Physical activities most used by parents with their children

PHYSICAL ACTIVITY				
order	EXPERIMENTAL	CONTROL	URBAN	RURAL
1.	Walking	Walking	Walking	Walking
2.	Cycling	Cycling	Cycling	Cycling
3.	Sledging	Sledging	Sledging	Sledging
4.	Ball games	Ball games	Swimming	Ball games
5.	Swimming	Swimming	Ball games	Football
6.	Football	Skiing	Football	Skiing
7.	Skiing	Football	Skiing	Swimming
8.	Skating	Dance	Skating	Dance
9.	Dance	Skating	Dance	Skating
10.	Compensatory exercises	Compensatory exercises	Compensatory exercises	Compensatory exercises
other	Tennis 3x Hockeyball	Tennis 5x Badminton Dance	Tennis 8x Dance Hockeyball Badminton	

Based on the analysis of other responses we learned that up to 50 % of cases parents do physical activities with their children in all samples.

When evaluating the penultimate question the views of parents differ in the mutual comparison of the experimental sample with the other samples. Main differences are in answers to the question of where children are most devoted to physical activities. The results were documented for clarity in Chart 15. Only parents of ES think that children have the most movement in kindergarten. Other respondents are more likely to believe that their children do most physical activities at home. All of them placed sport preparation on the last place. We

assume that this is due to the fact that only a few children in this age group attend sport preparation, but this is a content of last question.

The evaluation of the last question confirmed the previous statement. Relatively low number of children is devoted to organized physical activity in all four samples.

Results cleared that the highest percentage of parents contemplating the future of their child's participation in organized physical activities in all samples regardless. Sports preparation are visited by more than 20 % of the children of the first two samples (ES and CS), urban sample up to 30.46 %, but only 6.9 % of rural sample in which almost 70 % of parents considered the child's participation in sports course in the future.

CONCLUSION

In our opinion decisive influence on children and establishing a relationship of children to physical activity can not be confined only to the kindergarten environment or parents and family. Both factors are equally important and their partnership and mutual cooperation in preparing preschool children for school in the area of physical development, without excluding the other components of education.

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SUMMARY

Based on the questionnaires evaluation the author analyses the opinions and attitudes of parents towards regular physical activity and sport as one of the options for prevention of lifestyle diseases. This report deals physical activities of preschool children (5-7 years) and their parents in the region of Central Slovakia.

SPORT ACTIVITY LEVEL AND THE LIFE QUALITY OF ADOLESCENTS

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KEY WORDS: sports activities, quality of life, relationship, students, high school.

INTRODUCTION

The quality of life (QQL) is according Hartl and Hartlová (2004) defined as „expression of great life feeling“, let us say according Sláma (2005) as a subjective global assessment of their own lives as multivariable quality of life, which includes the area of physical, functional ability, psycho-emotional area, social, existential and spiritual area. Křivohlavá (2004) lists three theories how to see the subjective well-being based on life goals, life needs satisfaction theory and the theory of the biological basis of feelings of wellbeing. Personal well-being (wellbeing) is defined by the World Health Organization (WHO) as a characteristic of differentiated health physical, mental, social dimension and social ability - economically productive life. Between predictors and determinants of personal well-being belongs health status, indicators of activity, physical function, subjective judgement of overall health, socio-economic status, age, religious activities, ethnicity, retirement, widowhood, parenting, social support, life events, orphan hood, personality characteristics and self-esteem (Kebza, 2005). Quality and quantity of their development is closely linked to the personal well-being (Šolcová and Kebza, 2004).

The works from Diener and comp. (1997) and from Pašková (2010) are dealing with physical well-being and move towards the concept of WHO, which distinguishes between physical, psychological and social wellbeing. Frank is finished using factor analysis to the seven factors of physical well-being. These include: satisfaction with the current health status, feelings of rest and relaxation, vitality and joy of life, a pleasant weariness, joy, pleasure and feelings of pleasure, ability to concentrate and react, fresh and pleasant physical sensations.

The main element of the subjective physical well-being is according to this model, actual somatic lived positive feelings.

Quality of life is differentially understood in different parts of life. Studies of life quality by adolescents agree that satisfaction of basic personal needs depends on changes of macrosystem (Michal, 2009). Although there are common factors which determine satisfaction with life and are necessary for happy and fulfilling life. These include health, work, meeting the needs and the like. When comparing the sexes, the level of personal well-being differs only in respect of health and physical problems, when the girls feel worse than boys (Macek, 2003). Research of Škoda et al. (2007) in the 14-16 years adolescents have focused on: ownership matters, health and health status, life goals, relationships with family and friends, feel safe, activities outside the home and feelings of happiness. The results showed the importance of health and relationships with family and friends. A reduction in the quality of life involved in activity outside the home and property matters.

According to Pašková (2010) physical activity of an active athlete (semiprofessional and nonprofessional) increases the frequency of experiencing positive emotions (especially physical pleasure and freshness) and reduces the frequency of experiencing negative emotions. By 380 college students, aged 17-23 years, studying at universities in Slovakia has shown, that physical activity in a minimum rate increases subjective well-being of adolescents as well as satisfaction with oneself, contributes to the frequently survival of positive emotions, increases the satisfaction of adolescents. They spend their time by doing a physical activity, they mark up their physical condition, shape up the body and appearance, which is an important part of self-image for this group of people. Similar results are presented in the work by Michal (2010).

We want to contribute with our work to the problematic of influence of sport activity on the quality of life and broaden the information about the group of young adolescents at high school.

AIM

The aim of this work was to verify the relationship between the level of sports activity and selected quality of life of adolescents - students SPSP and Commerce College in Dublin. We expect a positive relationship between level of sport activity and quality of life by adolescents with a higher frequency of sport activity.

METHODOLOGY

On the questionnaire participated students, 70 boys and 125 girls of Central SPSP and from Commerce College in Nitra, in December 2011, the students were at the age from 14 to 20. The average age was 16.99 years. Research was divided into four groups on the basis of frequency of sport activity (passive athlete, occasional athlete, active athlete, top athlete).

In the first part of the questionnaire, we investigated the basic information about the respondent such as age, sex, year, sport level (passive athlete, occasional athlete, active athlete, top athlete) and frequency of doing a sport activity during the week (almost never, rarely, sometimes, often, very often, almost always).

The second part of the questionnaire contained items from the questionnaire squat. Squat item questionnaire were evaluated in terms of area (Sýkorová - Blatný, 2008):

1. physical well-being (health, sleep, coping with daily life activities, has no problems),
2. psychosocial well-being (family, interpersonal relationships, intimate relationships, hobbies, safety),
3. spiritual peace (justice, freedom, beauty, art, true),
4. material well-being (money, good food),
5. education (to be educated, to go to school),
6. leisure time (possibility to spend your free time, have plenty of things for fun),
7. appearance and ownership of things (look good, to dress nicely, have things that I like),
8. orientation to the future (have children in the future, jobs that will entertain me).

The questionnaire determined what kind of importance people attach to certain areas of life, and they consider it important in life and then assess the extent to which they are happy with them (Ocetková, 2007).

The first item in the questionnaire SQUALA defines the area from the point of view "how important it is for you ..." and the second point of view "how are you satisfied with ...". The first item judged respondents at 5 point scale (completely unimportant, somewhat important, moderately important, very important, quite important) according to the importance attributed to him in life, let us say how important was it for them in their lives.

The second item was also judged on a scale of 5 points, except 8 items missed (very dissatisfied, dissatisfied, something in between, satisfied, very satisfied) according to that, how satisfied are they now.

By elaboration of the results, we used contingency tables and basic descriptive statistics (number, mean and standard deviation), from which we calculated the statistical significance of differences for the t-test between the groups. In identifying relationships between variables "sports level and quality of life" used the Spearman correlation coefficient (Hendl, 2004). In assessing statistical significance of differences and relationships, we used the significance level $p < 0.01$ to $p < 0.20$. Data were processed in Microsoft Excel and SPSS.

As we divided the file into four groups (based on the frequency of sports activities of the respondents) we recorded a higher frequency of statistically significant differences in quality of life items in the "how important is for you ..." compared to the "how are you satisfied with ..." (Table 1 and Table 2). Differences between the levels of sport activities are varied and most of them we can find in the comparison with a group of occasional athlete.

Table 1 Statistic characteristics in area of life quality in groups with different level of sport activity

Level of sports		Passive athlete (n=37)		Occasional athlete (n=93)		Active athlete (n=43)		Top athlete (n=22)	
Indicators		Average	St.Dev.	Average	St.Dev.	Average	St.Dev.	Average	St.Dev.
How important for you ...	How often do you do sport?	1,24	0,49	2,86	0,50	4,44	0,50	5,64	0,58
	Physical well-being	4,31	0,66	4,30	0,74	4,19	0,78	4,09	0,72
	Psychosocial well-being	3,64	0,95	3,72	0,97	3,43	0,96	3,68	0,94
	Spiritual well-being	4,02	0,69	4,02	0,71	3,77	0,76	3,90	0,67
	Material well-being	3,47	0,52	3,86	0,46	3,64	0,54	3,70	0,55
	Education	3,85	0,38	3,82	0,58	3,55	0,58	3,75	0,42
	Leisure time	3,64	0,59	3,96	0,48	3,65	0,53	3,95	0,39
	Appearance and Property Affairs	3,47	0,48	3,66	0,41	3,35	0,53	3,42	0,53
	Focusing on the future	4,26	0,48	4,30	0,55	4,07	0,59	4,48	0,61
How are you satisfied...	Physical well-being	3,76	0,77	3,90	0,69	3,82	0,72	4,01	0,72
	Psychosocial well-being	3,59	0,86	3,73	0,74	3,73	0,73	3,88	0,77
	Spiritual well-being	2,74	0,91	2,95	0,93	2,98	0,91	3,02	1,05
	Material well-being	3,43	0,76	3,59	0,75	3,71	0,44	3,55	0,71
	Education	3,50	0,44	3,66	0,42	3,51	0,53	3,61	0,42
	Leisure time	3,80	0,32	3,77	0,37	3,94	0,28	3,80	0,55
	Appearance and Property Affairs	3,46	0,56	3,68	0,47	3,76	0,38	3,62	0,55

By comparing the areas of "importance" between groups of passive athlete < > occasional athlete, the group of occasional athletes reached higher levels of material well-being ($p < 0.01$), leisure time ($p < 0.01$), appearance and property cases ($p < 0.05$). In terms of "satisfaction" we noted significant differences in favor of the occasional athlete in the field of education ($p < 0.10$) and appearance of the property and affairs ($p < 0.05$).

Group of occasional athletes showed from the point "the importance of" higher frequency of statistically significant differences with a group of active athletes in the areas of spiritual well-being ($p<0.10$), physical well-being ($p<0.05$), education ($p<0.05$), free time ($p<0.01$), appearance and property cases ($p<0.01$) and orientation to the future ($p<0.05$), achieving above average. Occasional athletes are satisfied with the field of education ($p<0.10$) and active athletes turn to the free time ($p<0.01$).

The lowest frequency of statistically significant differences were noted between the groups active sportsman \diamond top-level athlete. In terms of 'importance' top athletes showed higher priorities in the areas of leisure time ($p<0.05$) and orientation to the future ($p<0.05$). The satisfaction component attributed to both groups in different areas of equal importance.

Table 2 Importance in differences of life quality areas by groups with various levels of sport activities ($p<0,01^{*}$; $p<0,05^{**}$; $p<0,10^{*}$)**

		Passive \diamond Occasional	Occasional \diamond Active	Active \diamond Top
		p-value for mean difference		
How important for you ...	How often do you do sport?	0,000***	0,000***	0,000***
	Physical well-being	0,935	0,447	0,619
	Psychosocial well-being	0,660	0,104	0,315
	Spiritual well-being	0,992	0,062*	0,501
	Material well-being	0,000***	0,015**	0,650
	Education	0,741	0,012**	0,147
	Leisure time	0,002***	0,001***	0,020**
	Appearance and Property Affairs	0,021**	0,000***	0,588
	Focusing on the future	0,667	0,027**	0,012**
How are you satisfied ...	Physical well-being	0,335	0,570	0,327
	Psychosocial well-being	0,364	0,993	0,432
	Spiritual well-being	0,247	0,859	0,856
	Material well-being	0,278	0,338	0,257
	Education	0,053*	0,077*	0,433
	Leisure time	0,685	0,008***	0,156
	Appearance and Property Affairs	0,025**	0,316	0,243

Due to the thorough analysis of the subjective assessment of selected areas of quality of life and level of sports activity, we monitored all areas subjected to correlation analysis (Table 3), and we expect a higher incidence of positive relations among groups with more frequent sport activities.

Passive athletes are less satisfied with the physical well-being ($r = -0.499$, $p<0.10$), psychosocial well-being ($r = -0.213$, $p<0.20$), let us say to view the property and affairs

($r = -0.219$, $p < 0.20$). In this group of athletes has been shown from the perspective of the importance a positive relationship to the material well-being ($r = 0.223$, $p < 0.20$).

Occasional athletes are satisfied with the physical well-being ($r = 0.159$, $p < 0.20$), while they have negative level of importance to the material well-being ($r = -0.154$, $p < 0.20$) and to the appearance and the property of affairs ($r = -0.180$, $p < 0.10$).

Table 3 Relationship between sport levels and life quality areas ($p < 0.10^{}$; $p < 0.20^{*}$)**

			Level of sports			
			Passive athlete	Occasional athlete	Active athlete	Top athlete
How important for you ...	Physical well-being	Correlation coefficient	0,047	0,129	-0,073	-0,041
		p-value	0,780	0,217	0,644	0,855
	Psychosocial well-being	Correlation coefficient	0,068	0,036	0,100	0,039
		p-value	0,690	0,735	0,522	0,863
	Spiritual well-being	Correlation coefficient	-0,027	0,082	-0,006	-0,210
		p-value	0,874	0,434	0,971	0,348
	Material well-being	Correlation coefficient	0,223	-0,154	0,219	0,113
		p-value	0,185*	0,139*	0,159*	0,617
	Education	Correlation coefficient	0,015	0,038	0,070	-0,116
		p-value	0,930	0,716	0,655	0,608
	Leisure time	Correlation coefficient	0,009	-0,001	0,004	-0,306
		p-value	0,957	0,996	0,981	0,166*
	Appearance and Property Affairs	Correlation coefficient	0,189	-0,180	0,241	-0,257
		p-value	0,264	0,085*	0,119*	0,248
How are you satisfied ...	Physical well-being	Correlation coefficient	0,041	-0,029	0,320	-0,084
		p-value	0,809	0,784	0,037*	0,710
	Physical well-being	Correlation coefficient	-0,499	0,159	-0,011	0,245
		p-value	0,002*	0,128*	0,942	0,271
	Psychosocial well-being	Correlation coefficient	-0,213	0,079	-0,062	0,397
		p-value	0,200*	0,451	0,691	0,067*
	Spiritual well-being	Correlation coefficient	-0,015	0,029	0,076	0,302
		p-value	0,928	0,782	0,627	0,173*
	Material well-being	Correlation coefficient	-0,176	-0,047	0,071	0,105
		p-value	0,298	0,657	0,651	0,641
	Education	Correlation coefficient	0,066	-0,077	0,044	0,142
		p-value	0,698	0,463	0,779	0,529
	Leisure time	Correlation coefficient	-0,067	-0,041	0,134	0,261
		p-value	0,693	0,696	0,393	0,241
	Appearance and Property Affairs	Correlation coefficient	-0,219	0,014	0,050	0,381
		p-value	0,192*	0,891	0,749	0,081*

Active athletes have positive relationship to the material well-being ($r = 0.219$, $p < 0.20$), appearance, money and property ($r = 0.241$, $p < 0.20$), and future orientation ($r = 0.320$, $p < 0.10$). In the area of satisfaction, we found no statistically significant relationship between frequency of physical activity and the areas listed.

Top athletes attach negative importance to the amount of free time ($r = -0.306$, $p < 0.20$) in relation to their frequency of sports. However, regular sport activity positively influences their satisfaction with psychosocial well-being ($r = 0.397$, $p < 0.10$), spiritual well-being ($r = 0.302$, $p < 0.20$) and the appearance of the property and affairs ($r = 0.381$, $p < 0.10$).

Pašeková (2010) indicates a negative correlation of professional athletes (20.81 years) with an area of quality of life satisfaction (health), the explanation finds in the complexity, scope, intensity, and frequency of injuries in sports activities. Our group of active and top athletes did not show important relationships in a negative sense with physical well-being, which we attach to sport short period, let us say sport specialization.

CONCLUSION

The results expressly showed that frequency of very low activity, let us say no physical activity at level of a passive athlete, reduces the level of satisfaction in the areas of physical well-being (health, sleep, coping with everyday activities, not having problems), psychosocial well-being (family, interpersonal relationships, intimate relationships, hobbies, safety), let us say the appearance of a property of things (look good, to dress nicely, have things that I like).

Satisfaction with the physical well-being (health, sleep, coping with daily life activities, has no problems) give only occasional athletes with low frequency of sport activity.

High frequency of body density increases satisfaction with the quality of life through psychosocial well-being (family, interpersonal relationships, intimate relationships, hobbies, safety), spiritual being (justice, freedom, beauty, art, truth) and the appearance of a property of things (look good, nice to dress, to have things that I like).

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SUMMARY

The aim of the work is the evaluation of the quality of life in the relationship to level of sport activity of adolescents. The research file was made of 195 boy and girl students at high schools in Nitra. The collection of the data was provided by questionnaire method. The relationship between the level of sport activity and the areas of life quality was evaluated by using correlation analysis. The results show differentiated relationship between the level of sport activity and importance, which the pupils attribut to different areas of life quality. High frequency of body density increases satisfaction with the quality of life through psychosocial well-being, spiritual comfort, appearance and property matters. Frequency of very low activity, let us say any physical activity reduces the level of satisfaction in the areas of physical well-being, psychosocial well-being, the appearance and property matters. Satisfaction with the physical well-being correlated with the occasional sport activity level.

The contribution is part of the grant VEGA 1/0478/11 Ministry of Education in Slovakia: Prevention of obesity and functional disorders of the musculoskeletal system and the possibility of their removal in children and adolescents. Addressed to DPES EF CPU in 2011 – 2013.

FACTORS AFFECTING THE RELATIONSHIP TO PHYSICAL AND SPORT EDUCATION AND MOTIVATION FOR LEARNING

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KEY WORDS: physical and sport education, motivation for learning.

INTRODUCTION

Every year there are less students, who actively participate at the physical and sport education (PE) classes. Slezak (2006) states that nearly 40% of the students of 1. – 4. class does not engage in PE. This fact shows that PE is for the children not the subject which they enjoy and like to visit. It is therefore necessary to search for the causes of this state and seek redress.

The way, how the student reacts to the incentives and his attitude toward PE, depends on many factors. Some are more important, some less. Directly affect the genetic factors that we can partly influence during the life, but we can not change them. Social factors act as a stimulus to physical activity. Ryšavy (2005) indicates that genetic predisposition directly affect the physical, mental and locomotor development. Properly operating social factors such as family, school, education, represent a significant incentive for physical activity. Ones of the most influential factors in PE are clearly family and PE teacher.

The family, as a specific example, belongs to both groups. From the genetic point of view everyone is directly affected by his parents and family during life has a crucial social impact. The family as the primary factor forms habits, attitudes and interests of the child. In this process has a significant educational, economic and biological function. Until the age of 15 years children spend the most time with family and therefore the impact is lasting. It is emphasized the sentiment and equity exposure. The family essentially builds the basis for any life attitude and is a significant factor influencing motivation. The child is naturally transmitted by the lifestyle of parents, so if the family lifestyle includes physical activity significantly, forming a positive attitude towards physical activity is more effective and more

natural (Chromík, 2001). This assertion is supported by research (Zich, 1996; Tilinger, 1996, Michal 2009, 2010 and i.), which is that the sports activity of parents plays an important role in shaping children's relationship to sport. The relationship between the family and physical education is mutual. According Medeková (1988) impact of sport activities has a positive effect on enhancing family functions. It affects the educational function of the family very significantly, but also strengthens the biological and social form of the intensification of emotional ties and increases amount of time spent together. Sports and time spent together is also important in maintaining relations between parents and children. Parents who lose contact with their branches, can use sport as by Cooper (1990), the family members who play sports together, can share their experiences. This should bring more understanding and communication in families with problems.

The family is obviously not the only factor influencing the activity at PE. This includes teachers, material and educational conditions. As stated by Sykora (1996), for teaching PE is essential to improve material conditions. Improving the material conditions is in progress, but certainly not to a sufficient extent.

HYPOTHESES

H1: The relationship of students to the subject of PE will be positive.

H2: The most positive relationship to the subject of PE will be observed at the school, where are very good conditions for learning process.

H3: The less positive relationship to the subject of PE will be observed at the school, where conditions are worse for the learning process.

METHODOLOGY

Our research was conducted in March / April 2012. The questionnaire was distributed to four grammar schools. The research sample of our work constitute pupils aged 11 to 15 years attending first grade in four 8-year grammar schools in the number of 281.

Nováky with thenumber of 41 participating students, including 16 boys and 25 girls.

Pankúchova with the number of 109 pupils, 45 boys and 64 girls.

L. Sáru with the number of 88 pupils, including 33 boys and 55 girls

Bilíková with the number of 43 pupils, including 16 boys and 27 girls

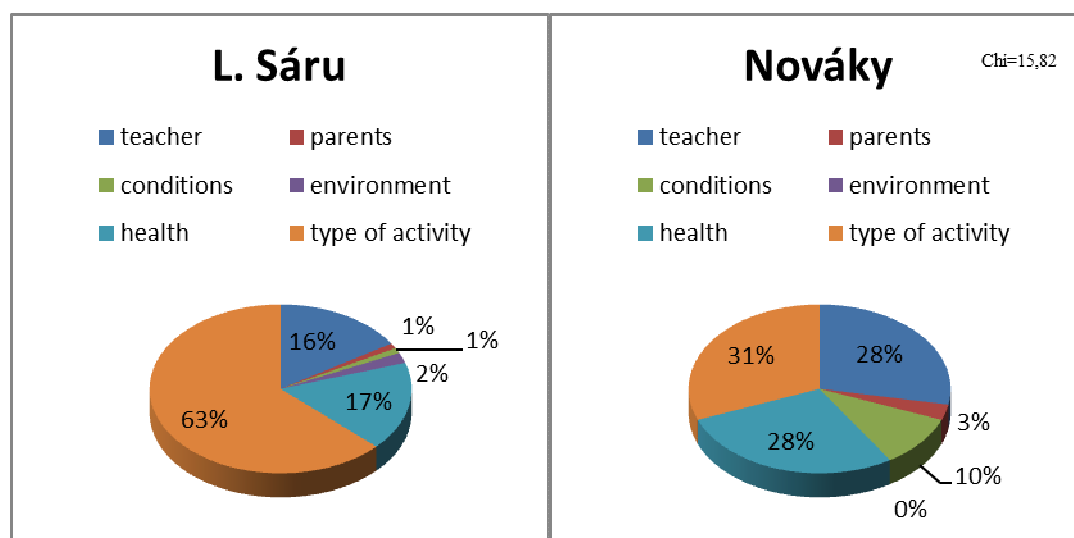
The gathering of empirical data, we used the questionnaire method. In first part, we handed out questionnaire which detects the relationship to physical and sport education. Then we chose the school with the best and the worst relationship and handed out the a standardized CES questionnaire for diagnosing climate in the classroom supplemented by the questions used to ascertain the views of students on school conditions for sport and PE.

Both questionnaires were anonymous, preceded by a conversation with instructions for proper completion. In the questionnaires we used semi-open and closed questions. The questionnaires were handed out by PE teachers.

RESULTS

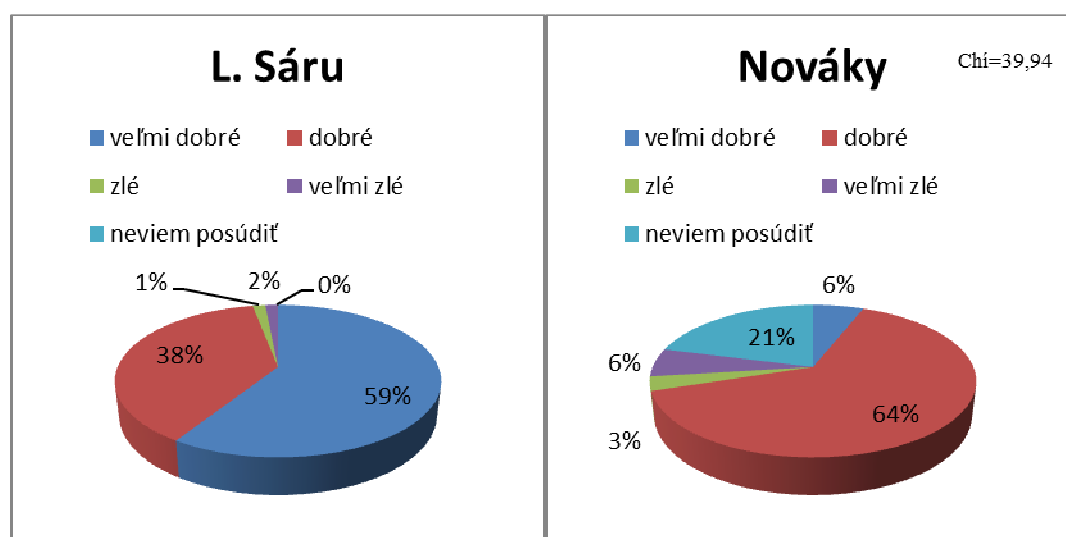
After evaluating the first part of our research, we identified two schools with most and less positive relationship to the PE. These were Nováky and L. Sáru, where we gave out a CES questionnaire, which investigated the possible factors that affect this relationship and motivate pupils during PE. Number of students who are properly completed and submitted the questionnaire was identical to the previous number. Furthermore, the number of students in this age group is high school in Novaky lower. Therefore, we interpret the results as a percentage.

In the first question we investigated the factor that affects the relationship of students to physical education and sport (Picture 1). The students expressed that the main factor is the type of activities in class (62.5%) less health (17%) and teacher (16%). Students at Nováky chose these three factors in nearly equal numbers, 31% type of activity and health teacher consistently at 28%. From these results it is clear that the relationship of students to PE is greatly suggestible. Teacher can improve or worsen this relationship by his access and exposure to students while selecting the activity. The difference in responses is statistically significant at the level of $p < 0.01$



Picture 1 Factors affecting the relationship of students to PE

In the next question we investigated the views of students in conditions for sports at school (Picture 2). Students at L. Sárú in 59% believe that conditions are very good, 38% identified the conditions as "good". At Nováky 5% thought that conditions were very good, 65% students think that there are good conditions at the school. The difference in the views of students in conditions for sports at the school is statistically significant at the significance level of $p < 0.01$.

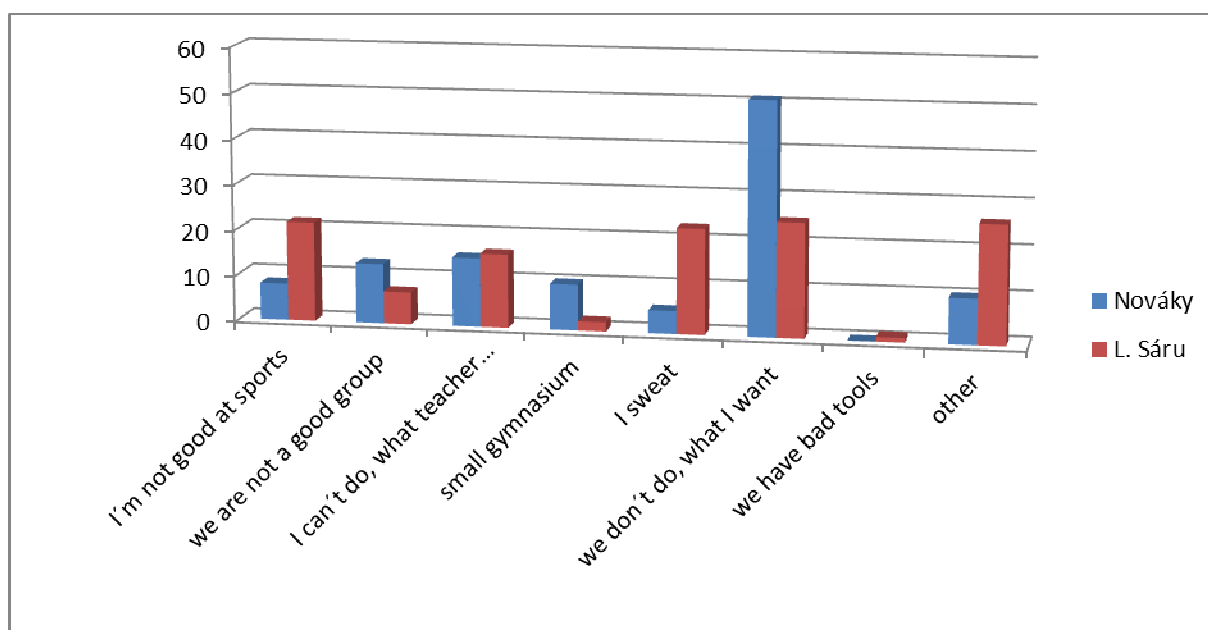


Picture 2 Conditions for sports at school

In the next question we asked students to schools amenities for sports activities. We wanted to know how students perceive the spatial and material support of the school. The responses at L. Sárú were essentially identical to the previous. At Nováky up to 20% of

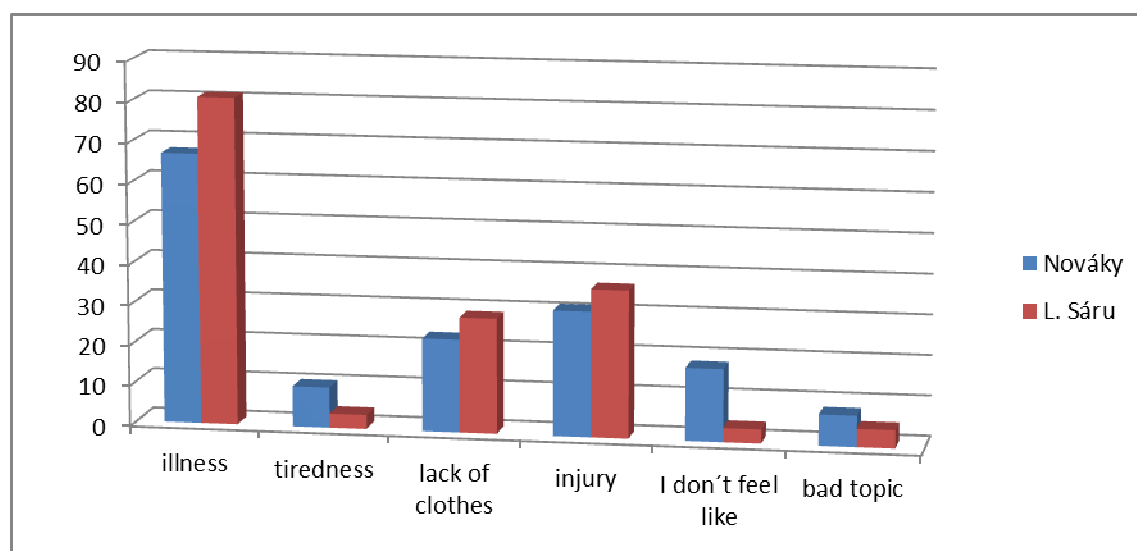
students considered it very good and 56% as good. But the percentage of students who view it as bad (10%) increased. Once again, showed a statistically significant difference between the statements of students ($\chi^2 = 26.19$ **, $p < 0.01$). It follows that the conditions for teaching PE and sports are significantly better at L. Sárú.

In the question four students could select multiple answers. We tried to find out, what interferes with them the most during the lessons of PE (Picture 3). At both schools was most marked response "we do not do what I want." The Gymnasium L. Sárú, however, only 26% identified other option, which often (16%) added that nothing interferes with them.



Picture 3 What bothers pupils during PE

In the fifth question, we investigated the causes if they do not take part in the exercises (Picture 4.). As expected, the most common cause is illness, 67% at Nováky, respectively. 81% at L. Sárú. In second place is the injury (31, respectively 37%). Interestingly, in Nováky up to 18% of the students also do not practice because they do not want. Šimonek, (2006) in his work found out that if there is not cause of illness, then in more than one third it's lack of clothes. Slezak (2006) found that boys in secondary school forget the clothes and do not train in 56% of cases. The girls said the reason in less than 37% of cases. In our research students could mark more answers and lack of clothes marked more than 25% of the students.



Picture 4 Reasons for not participating at PE

Sixth part was complex. and asked about process of PE. Students identify a response on a scale from 1 to 5, where 1 meant never and 5 always. We evaluated the arithmetic mean value for each part. The higher the mean response, the higher the frequency of the component.

In the first questions of this part we studied how it is decided about the activities in PE classes. The first claim was that the teacher decides about the undertaken activities. Comparing the two schools, we found a statistically significant difference ($\chi^2 = 14.75$ ** $p < 0.01$) in terms of dominance of the teacher in selecting activities in class. Students at Nováky marked answers in the first question on average 1.718. This value is between 1 and 2, which means always respectively often. However, differences between girls- and boys-groups showed. Teacher in boys-groups does not always decides what will happen. The average boys-group value was 2.11, girls-group was 1.41. At L. Sáru is the average value of 2.14, what means that the teacher is not as dominant in the choice of content of classes. Intersexual differences were not significant. At Nováky the teachers are therefore the ones who almost always decide on the contents of PE classes. Similar nature was the following question, which we investigated the other hand, if a teacher gives students the opportunity to choose what they do in class. Based on the previous question, we can assume that students at L. Sáru have the option to choose activities in more cases. The average value of 2.86 means that it is more than occasionally, while in Nováky 3.72 is close to the answer rarely. The results of the previous questions, we therefore confirm, the difference was also statistically significant ($\chi^2 = 49.44$ ** $p < 0.01$).

The other two allegations investigated, what didactic form the teacher uses. The common practice is most often used mass form. First, we asked students how often they

practiced during the classes just mass form. The average value of 2 at Nováky, respectively. 1.98 at L. Sáru confirms that students practise often mass form. The next question investigated the frequency of the group form. In this issue the students at Nováky have averaged 3.244 and the students at L. Sáru 3.5. More often is this form practiced at Nováky, but generally the average response was between sometimes and rarely. We can therefore say that the teachers do not use too much the group form at any of the schools.

We investigated, whether or not do the students help each other and assist. The average value of 3 at L. Sáru is definitely the answer sometimes, at Nováky the average value 3.41. This means that mutual assistance to students during PE classes occurs rarely at Nováky, but also at L. Sáru only occasionally.

The following three statements concerning the use of direct or indirect, as an illustrative example. Significant difference between these schools showed. The teachers at Nováky alone perform demonstration rarely (3.9), while teachers at L. Sáru perform a demonstration before exercise more often (2.34). The difference between schools is statistically significant ($\chi^2 = 45.02$ ** $p < 0.01$). Vice versa, when we asked about the demonstrations performed by some of the students, students at Nováky answer in average 2.92. At L. Sáru was the average response 3.24, so at Nováky perform the students the demonstration more often. The difference between these responses is significant ($\chi^2 = 14.59$, $p < 0.01$). Indirect (mediated) demonstration through pictures or videos do the teachers hardly use. The average response at Nováky was 4.74 and at L. Sáru 4.45. These values are markedly close to the value of "never". We therefore conclude that both school teachers use mostly the direct demonstration. At Nováky it is demonstration performed by students, at L. Sáru is the teacher the one, who performs it.

The other three statements have a role to determine the form of feedback. The first argument is that after the exercise the student is evaluated by himself alone. The average response of students at Nováky was 4.33, at L. Sáru it was 4.29. At Nováky again significant difference between boys and girls showed. In girls-groups the value of 4.68, while for boys only 3.88. We therefore conclude that in the process of PE the teaching style of self-evaluation occurs very rarely in both schools. By the reciprocal evaluation of students, the average response was even higher, at Nováky to the value of 4.64 and 4.26 at L. Sáru. We note that neither reciprocal teaching style is not used at these schools, respectively is used very rarely. The teacher evaluates students at Nováky after exercise sometimes (2.87), at L. Sáru, it is more often (2.45). At both schools, thus providing feedback mostly just a teacher,

but under the statements of students feedback is not always given entirely. The last two arguments have a role to find motivation, respectively activity during PE classes. The first argument is that the students are motivated and active, trying to do everything and enjoy it. In this argument, showed statistically significant ($\chi^2 = 23.59$ **, $p < 0.01$) difference between the surveyed schools. At Nováky is this statement true only sometimes (2.92), while at L. Sáru is often true (2.07). The opposite argument is that students do not want to practice in class, but have to, confirmed the previous result, when at Nováky the value 3.1 means sometimes. At L. Sáru had students averaged 3.85, which is close to the result of "rarely". Also in this section the difference is significant, $\chi^2 = 19.47$ **, level of $p < 0.01$.

In the sixth, more extensive question was thus confirmed the difference in motivation and activity during PE classes among the schools studied. Considerable difference is reflected in decisions about activities in class. At Nováky the teacher decides more and less involved in decision-making are students. We therefore express the view that in the PE classes at Nováky the teacher uses mostly command teaching style. At L. Sáru students are more involved in decision-making and therefore we think that the teachers also use practical teaching style to a greater extent than at Nováky. We did not confirm significant differences between the used didactic forms, because at both schools dominated mass form, but occasionally occurs group form elements. Mutual help of students is more at L. Sáru. A significant difference was found in the performing of direct demonstration. At L. Sáru it is often the teacher who provides it, while the teacher at Nováky does it rarely. Conversely teachers at Nováky often use performance of pupils.

CONCLUSION

After determining the relationship to PE, we attempted to confirm or refute hypotheses H2 and H3. At L. Sáru students consider the conditions of sport at their school to be very good in 59% of responses, while at Nováky this response indicated only 5% of the students. Hypothesis H2, "The most positive relationship to the subject of PE will be observed at the school, where are very good conditions for learning process", we can accept, because 97% of students at L. Sáru identified the conditions as good or very good. Hypothesis H3, "The less positive relationship to the subject of PE will be observed at the school, where conditions are worse for the learning process.", we also confirmed. The difference between the responses of both grammar schools pupils is statistically significant and students at Nováky indicated

worse conditions than students at L. Sáru. However, it must be noted that at Nováky only 9% of the students indicated bad or very bad conditions.

The difference between Nováky and L. Sáru was also confirmed in other questions. We found that the selection of activities at Nováky is up to the teacher mainly, pupils are involved in this process at least. At L. Sáru pupils can often affect a teacher or decide alone about activities in class. A difference in the choice of teaching forms was not shown. Both schools teachers mostly use mass form. Group form occurs rarely.

During the PE classes at both schools is mutual assistance rare, more often do the students at L. Sáru assist each other. Both schools teachers use direct demonstration, the difference is reflected in the fact that teachers at L. Sáru perform the demonstration, while at Nováky the demonstration is more often performed by students.

We express the view that during the process of PE the teaching style with self-evaluation and reciprocal teaching style occurs very rarely in both schools. Dominates command and practical teaching style.

We also found among the schools studied that there is a difference in motivation of students during PE classes. At Nováky are pupils less motivated and often have to perform "against their will", while in Bratislava, students are more motivated and active, activities are carried out fully.

We recommend to take account of our research and implement to PE more activities, which the pupils like, because it can be one of the most significant factor to improve the relationship to PE.

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SUMMARY

After determining the relationship to PE, we attempted to confirm or refute hypotheses H2 and H3. At L. Sáru students consider the conditions of sport at their school to be very good in 59% of responses, while at Nováky this response indicated only 5% of the students. Hypothesis H2, " The most positive relationship to the subject of PE will be observed at the school, where are very good conditions for learning process", we can accept, because 97% of students at L. Sáru identified the conditions as good or very good. Hypothesis H3, " The less positive relationship to the subject of PE will be observed at the school, where conditions are worse for the learning process. ", we also confirmed.

We recommend to take account of our research and implement to PE more activities, which the pupils like, because it can be one of the most significant factor to improve the relationship to PE.

THE PARTICIPATION OF JUNIOR HIGH SCHOOL PUPILS IN THE CONSUMPTION OF ALCOHOL IN THEIR CLOSET ENVIRONMENT

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KEY WORDS: health, rural community, problem of alcoholism, junior high school, use of alcohol.

INTRODUCTION

Adolescent drinking and other drug use remain major public health problems in this country, despite some encouraging declines in the prevalence of use (Cardenal - Adell, 2002). Everybody can become an alcoholic, in addition to which, a person while drinking, most often is not aware of becoming addicted. The alcohol dependency can be partially cured but cannot be wholly cured, and it is not known, what is the reason why some people become alcoholics and the others do not. On this account, every proverbial drop of alcohol is a threat, especially for young people who quest, ask questions, rebel and contend with various problems. Alcohol used in such a situation creates a delusion of fuller and more interesting life, and gives an illusion of ease, relaxation and oblivion. But these are only illusions, which are paid for with a high price (Kałamacka, 2002). In case of underage persons, every use of alcohol is an abuse and is undesirable. In almost all countries the law prohibits to sell alcohol to persons under 18 years of age (Derbich, 2002).

Investing in young people means a continuous investing in their health, that means in self-consciousness and thorough development (Żukowska, 2004). This process is supported by a healthy lifestyle, which plays a part in the maintaining, increasing and prevention of health – especially promoted in the school surroundings. The lifestyle is mainly dependent on every pupil and is the main aim of health education and health promotion (Nowocień, 2002).

“Healthy school – 1990”, “School that promotes health – 1992”, including the health education in the programme basis – 1997, “ educational paths – 2002” – these are the most important elements, permanently included in the reality of health education in Polish education system in the last years (Woynarowska, 2002). Finally, in accordance with the binding text of general education programme basis, school is to make the pupils aware of their responsibility of their health care, to pay attention to interrelationships between physical, mental and social health, and to shape a healthy lifestyle and harmonious development.

AIM

The aim of the conducted research was to determine the participation of junior high school pupils in the consumption of alcohol in their closest environment, and especially in their school environment. The authors’ interest was to establish the range of alcohol threat. They have made an attempt to show the range of the phenomenon in various school grades, taking into consideration the sex division.

MATERIAL AND METHODS

The research was conducted in two rural junior high schools in the villages of Posadza and Biorkow Maly (surroundings of Krakow). The area of generalization may include only these young people who attend the intentionally chosen schools. The collected material is presented in Table 1.

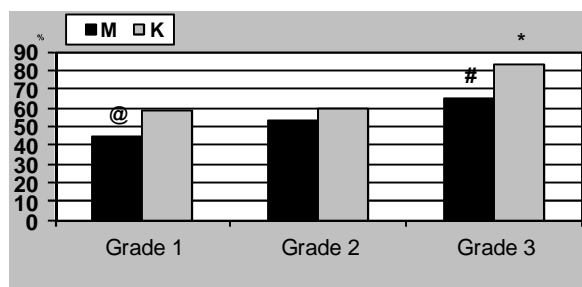
Table 1 Number of girls and boys included in the questionnaire survey

Sex \	Grade 1	Grade 2	Grade 3	Total
Girls	34 (57,63%)	35 (38,46%)	42 (49,41%)	111
Boys	25 (42,37%)	56 (61,54%)	43 (50,59%)	124
Total	59 (25,11%)	91 (38,72%)	85 (36,17%)	235

The consumption of alcohol and frequency (more often than once a week and more rarely than once a week, and the lack of alcohol consumption) have been counted among dependent variables. Sex and grade have been taken on as operands. All the respondents were asked to fill in the questionnaires, where the variables’ measurements took place on the level of ordinal and nominal scale.

RESULTS

In the opinion of the researched young people, alcoholism, among other health risks, belongs to the group of most serious social pathologies. According to their opinion, the alcoholic problems concern the 62,1 % of cases of their closest environment. Girls notice risks caused by alcohol consumption more clearly (69,5 %) in comparison to boys (51,4 %) ($p>0,01$).



important difference between girls and boys in grade 3 ($p>0,05$)

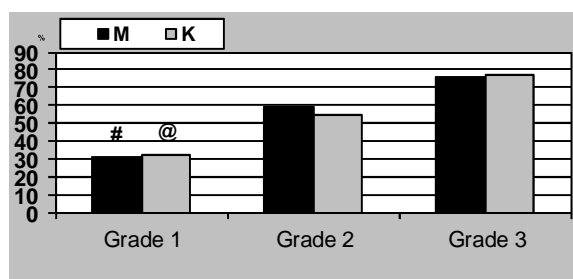
@ important difference between boys in grade 1 and 3 ($p>0,05$)

* important difference between girls in grade 1 and 3 ($p>0,05$)

Picture 1 Alcoholism threat in the closest environment in the opinion of boys (M) and girls (F), depending on the grade

The problem of alcohol consumption in the place of living of the researched young people is better noticed by older pupils (Picture 1). Supposedly, the following statement - the higher grade, the more people notice alcoholism threat in their closest environment - might be correct.

The situation in the school environment is beginning to look equally alarmingly. Less than 55% of the researched persons personally got in touch or heard of about alcohol consumption among their school friends. It is an indirect confirmation of the earlier presented problem (Picture 1). In this case no statistically important differences in opinions between sexes have been recognized.



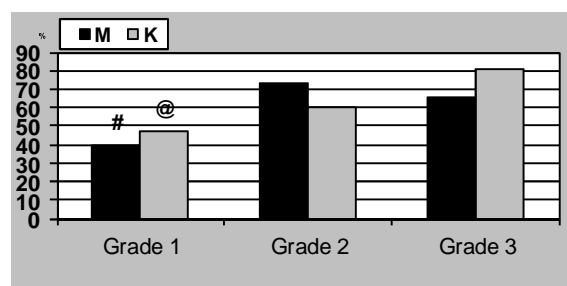
important difference between boys in grades 1 and 2, and 2 and 3 ($p>0,05$) and also 1 and 2 ($p>0,001$)

@ important difference between girls in grades 1 and 2, and 2 and 3 ($p>0,05$) and also 1 and 2 ($p>0,001$)

Picture 2 Opinion of girls and boys, referring to the alcohol consumption among their school friends, depending on the school grade, Markings - Picture

School that is attended by the researched young people (Picture 2) is undoubtedly the environment best known by them - therefore it is not hard to accept that the older the young people are, the better they know the environment. Therefore, two conclusions arise - and both are alarming - that along with age the consumption of alcohol rises, and that almost 80 % of the third grade pupils have personally got in touch or heard about alcohol consumption among their school friends.

63,8 % of researched persons answer positively to the question if there are in their class pupils, who drink alcohol.

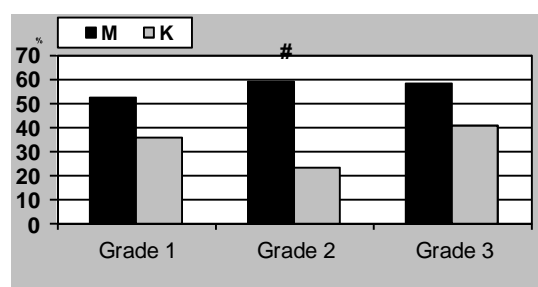


important difference between boys in grades 1 and 2 ($p > 0,001$) and also 1 and 3 ($p > 0,05$)
 @ important difference between girls in grades 1 and 2 ($p > 0,001$) and also 1 and 3 ($p > 0,05$)

Picture 3 The percentage of the researched girls and boys, who state that there are people drinking alcohol in their class, Markings - Picture 1

When we collate the positive answers, we can notice a clear tendency of growth of alcohol drinking persons' percentage in higher grades. It seems that this dependency is more visible among girls than boys (Picture 3).

Among the researched young people, 46 % personally admits to drinking alcohol. It turns out that meaningfully more boys 57,3 % than girls 33,3 % ($p > 0,001$) admit that. It is clear that these results are lowered in comparison to the data presented on Pictures 1 and 2. This situation may mean that young people do not give truthful answers in the case of more personal questions. An attempt to hide the fact of alcohol consumption is clearly more visible in cases of girls than boys.



important difference between girls and boys $p > 0,001$

Picture 4 Percentage of researched boys and girls, who admit to alcohol drinking

Girls to a greater extent do not admit to alcohol drinking. There are no visible relation of growth of percentage of boys and girls drinking alcohol in higher grades to their younger school friends.

The frequency with which the researched young people drink alcohol, has been categorized in two quantities: once a week and more often, which creates 34,9 % of the researched, and more rarely than once a week (27,2 %). Boys in each category of frequency and in each class create a group of people, who drink alcohol more often than girls. In both cases, these relations are statistically significant and fall into the confidence range between $p > 0,05 - 0,01$. The growth of no alcohol consumption frequency has been noticed, depending on class. In all grades it is on the same level among the researched persons of both sexes.

DISCUSSION

A constant and clear growth of alcohol threats has been observed in Poland in the last few years. Year by year, the quantity of young people drinking alcohol grows (Woynarowska – Mazur, 2002). The preventive programmes of the addictions should be essential element of the school educational system. Meanwhile, only every third teacher (most often the school educationalist) has proper qualifications in the addiction prevention (Makowska, 2002). Health education and health promotion are the tasks if all stages of school education. The personal example of a teacher is one of the main conditions of this process being effective. The rule of “unanimity of words and acts” is the part of pedagogical canon (Demel, 1980). The reality does not look well. Every second teacher spends time in the presence of pupils in the state of alcohol intoxication or drinks alcohol in their presence. Every fifth teacher takes appropriate measures against drinking young people. Schoolchildren drink alcohol during all excursions organized by school. Every second pupil was drunk during such excursions, and only every tenth of them did not drink (Straub – Lichtenberg, 2002).

How to avoid drinking ? How to refuse ? These are the questions, which have been answered at school for 37 % of pupils – the rest has not got an answer (Makowska, 2002). The WHO diagnosis does not look well : 76% of young people (11 – 15 years of age) tasted alcohol. The percentage of drinking persons grows with age (11 years old – 57 %, and 15 years old – 92 % of young people drinking alcohol) (Woynarowska - Mazur, 2000).

As a result of the conducted research it has been established that on average every second pupil gets in touch with alcohol. Part of the young people is aware of improper behavior, because while answering personal questions, not everyone of them admits to

alcohol drinking. Assuming that a survey might be a less precise tool, an exceptional similarity in some questions cannot be ignored. Surely, the research of this problem would require research methods providing a greater certainty.

CONCLUSIONS

1. In the opinion of 62,1 % of junior high school pupils in Biorkow and Posadza, alcoholism is the most serious threat in their closest environment, 55 % notice the problem among their school friends and 63,8 % state that pupils of their class drink alcohol.
2. Girls notice the alcohol threat more clearly than boys.
3. The consciousness of alcoholism threat grows depending on the grade – the higher is the grade, the more young people of both sexes notice the threat. It may suggest the growth of alcohol consumption along with the process of growing up.
4. The researched young people try to hide the fact that they drink alcohol. It refers to all grades and is more true for girls than boys.

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SUMMARY

The aim of the conducted research was to assess the participation of schoolchildren from junior high schools in the consumption of alcohol in their closest community, and especially in the community of schoolchildren. The research took place in two village junior high schools close to Krakow, in 2005. The area of generalization may include only these young people who attend the intentionally chosen schools. In the opinion of 62, 1 % of junior high schools pupils, alcoholism is the greatest threat in their closest community. 55 % of them notice this problem among their school peers, and 63, 8 % state that their class friends also drink alcohol. It is proved by the growth of number of pupils in following grades, who have come across the use of alcohol among their friends both from school and from the class.

EFFECTIVENESS OF THE PROGRAM ON THE LEVEL OF COORDINATION SKILLS OF OLDER SCHOOL AGED HOCKEY PLAYERS

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KEY WORDS: coordination skills, hockey players.

INTRODUCTION

Every sport has its own requirements for coordination skills. It is needed to accept these requirements. Šimonek – Zrubák (2000) found that the level of coordination skills can be increased by the systematic and rational training, which has been confirmed by practise. They point out to the progress in coordination demanding sports, such as artistic gymnastics, figure skating, diving, trampoline, freestyle skiing. There was technically complicated figures provided in these sports, which previous generations did not reach.

PROBLEM

In 1986 Platonov summarized experience at coordination skills possibilities and asked: „What coordination skills enable us?“. Coordination skills enable: fast and perfectly master movements, accurately differentiate the characteristics of the movements and control them, improvise and combine movement in the process of physical activity.

During last years knowledge about coordination skills have been considerably broadened and deepened. But in pursuance of knowledge of Šimonek – Zrubák (2000), Šimonek – Tóth (2004) we note that in training process there is not enough attention payed to them. We evaluate negative that individual sports are missing reservoir of special coordination exercises. We evaluate positive those sport teachers and trainers interested in reservoirs of special coordination exercises. Football trainer, included special coordination exercises in every training unit in 10 – 20 minutes unit and he achieved high technical skills at his wards.

We acquaint with the level of the problem based not only on theoretical but also on practical knowledge of authors from area of coordination skills, its level, development and diagnostics not only in school physical education, but also in sports training of hockey players of older school age and we established following research questions:

- What is the level of coordination skills of older school aged hockey players?
- Is it possible to reach higher level of coordination skills of older school aged hockey players in training process by easy and simple and inexpensive equipment and games?

AIM

Main aim of our entry is to compare changes in coordination skills level influenced by established and implemented coordination skills development program with monitored players and players of the same age level, but with classical way of training process.

HYPOTHESIS

By realization of motion exercises and games leading to development of coordination skills within the training period 8 – 12 weeks, it occurs in hockey players of older school age – 14 years olds in experimental group to significant changes beside the control group of older school aged hockey players of Michalovce acting in accordance with an established training process.

METHODOLOGY

Conclusions research was realized in hockey clubs HC 07 Prešov and Michalovce, in east Slovakia region, hockey season 2011/2012. We provided admission test at the beginning of playing hockey season in month of august 2011. Object tracking was 14 years old players at the total number of 44.

We detected level and development of general coordination performance using 7 – item battery composition of which respects the factor structure of the coordination abilities. (Šimonek ml. a kol. 1998).

Trainer developer coordination ability improvement program which he provided during the training period 8 – 12 weeks on ice and in the gym in duration 15 – 20 minutes on each training unit. After its finish we provided output measurement.

We provided testing within the hockey units. We comply with all principles of good testing. All the requirements required by the testing battery were accepted as they were published by the author. We particularly paid attention to the safety of test subjects.

We detected level and development of general coordination performance using 7 – item battery composition of which respects the factor structure of the coordination abilities. (Šimonek ml. a kol. 1998).

We evaluated level and development of balance, reaction, rhythmic, spatial – orientation and differential – kinesthetic ability of legs, differential – kinesthetic ability of arms and estimating the time.

During the realization of testing we used motivation, exposure and diagnostic methods. Measured data obtained are subjected to mathematical and statistical processing and evaluation. We used following statistical characteristics: n multiplicity, x average, s standard deviation.

We provided comparison input and output data in individual files by paired t-test for dependent choices. We realized comparison of input and output data of players of Prešov and Michalovce by parametric t-test for independent sets. F-test for comparison of variance of two independent units was calculated before.

RESULTS

Basic statistic data about current level and development of coordination abilities of 14 years old hockey players of clubs HC 07 Prešov and Michalovce are in tables 1 – 3.

Data presented as „x“ and „s“ indicate certain homogeneity of empirical data, which means that 14 years old group of players reaches the same level in coordination ability: reactional, spatial orientation, kinetic – differential ability of legs and arms and estimating time parameters at the beginning of the experiment. We note that the research group of 14-year-old hockey players are homogeneous, derived from a basic set.

At the beginning of experiment by the comparison of data of both hockey clubs we noticed significant difference at the 5% level of the importance in abilities of dynamic balance (test T1) and rhythmic balance (test T3) noticed in Table 1. Presented data „x“ and „s“ indicate heterogeneity of empirical data.

We noticed data obtained by testing coordination abilities and by comparing input and output data in individual files of 14 years old category hockey players of eastern Slovakia region in Tables 1 - 4.

Table 1 Comparison of the entry data of 14 years old hockey players of experimental and basic units

Proměnná	t-testy; grupováno: skup (hokej_vsetci.sta)										
	Průměr MI	Průměr PO	t	sv	p	Poč.plat MI	Poč.plat. PO	Sm.odch. MI	Sm.odch. PO	F-poměr Rozptyly	p Rozptyly
T1vs	10,4645	10,0595	2,323658	42	0,025057	22	22	0,53317	0,619719	1,350995	0,496570
T2vs	151,4286	150,8450	0,798348	42	0,429160	22	22	2,66177	2,161650	1,516243	0,347677
T3vs	1,2600	1,1514	2,381670	42	0,021842	22	22	0,16177	0,139881	1,337387	0,511118
T4vs	7,7018	7,7395	-0,360218	42	0,720489	22	22	0,42179	0,251822	2,805542	0,022171
T5vs	4,5850	4,3498	1,422433	42	0,162286	22	22	0,66170	0,404712	2,673185	0,028943
T6vs	90,2691	87,1180	1,020272	42	0,313441	22	22	11,14167	9,258561	1,448151	0,403127
T7vs	0,7211	0,7190	0,052667	42	0,958247	22	22	0,14176	0,126899	1,247938	0,616375

Caption: Variable, t-test for depending sample, marked differencies are important at the level..., r-average, s- standard deviation, t-difference, standard deviation of difference, strength reliability.

Table 2 Comparison of output data of 14 years old hockey players of experimental and basic units

Proměnná	Mann-Whitneyův U test (hokej_vsetci)									
	Sčt poř. PO	Sčt poř. MI	U	Z	p-hodn.	Z upravené	p-hodn.	N platn. PO	N platn. MI	2*1str. přesné p
T1vy	405,5000	584,5000	152,5000	-2,08906	0,036703	-2,09002	0,036617	22	22	0,034716
T2vy	386,5000	603,5000	133,5000	-2,53504	0,011244	-2,53567	0,011224	22	22	0,009874
T3vy	465,5000	524,5000	212,5000	-0,68071	0,496058	-0,68116	0,495769	22	22	0,492464
T4vy	414,5000	575,5000	161,5000	-1,87781	0,060408	-1,87913	0,060227	22	22	0,058298
T5vy	534,5000	455,5000	202,5000	0,91543	0,359965	0,91559	0,359881	22	22	0,357437
T6vy	488,0000	502,0000	235,0000	-0,15257	0,878736	-0,15259	0,878723	22	22	0,879970
T7vy	463,5000	526,5000	210,5000	-0,72765	0,466828	-0,72791	0,466670	22	22	0,463499

Caption: Mann-Whitney U test, by the variation group, marked differencies are important at the level...

Caption: valid for Tables 1 and 4.

T1 – dynamic balance (passing through the bench with 3 turnovers),

T2 - complex motor reactivity (stopping of rolling ball),

T3 - rhythmic ability (keeping the rhythm of motion),

T4 - spatial orientation (running to the goal),

T5 - kinesthetic-differentiating ability of legs (long jump on the accuracy),

T6 - differentiation capacity of upper limb (throw for accuracy from sitting feet parting),

T7 - estimation of time parameters (estimate of time on the stems),

n - quantity, x – average, s - standard deviation, in (vs) – input data, ot (vy) – output data.

Table 3 Comparison of input and output data of 14-years old players of HC 07 Prešov

Proměnná	t-test pro závislé vzorky (hokej_PO_data) Označ. rozdíly jsou významné na hlad. $p < ,05000$							
	Průměr	Sm.odch.	N	Rozdíl	Sm.odch. rozdílu	t	sv	p
T1vs	10,0595	0,619719						
T1vy	10,1191	0,599142	22	-0,060	0,121203	-2,304	21	0,031515
T2vs	150,8450	2,161650						
T2vy	149,6218	3,858727	22	1,223	4,412569	1,300	21	0,207622
T3vs	1,1514	0,139881						
T3vy	1,2270	0,092915	22	-0,076	0,127902	-2,774	21	0,011380
T4vs	7,7395	0,251822						
T4vy	7,4959	0,272915	22	0,244	0,159539	7,163	21	0,000000
T5vs	4,3498	0,404712						
T5vy	4,7532	0,344817	22	-0,403	0,219118	-8,635	21	0,000000
T6vs	87,1180	9,258561						
T6vy	88,3659	9,246103	22	-1,248	5,046352	-1,160	21	0,259095
T7vs	0,7190	0,126899						
T7vy	0,6985	0,126398	22	0,020	0,127671	0,751	21	0,460711

Caption: variable, t-test for depending sample, marked differences are important at the level..., average, standard deviation, difference, standard deviation of difference, strength reliability,

Table 4 Comparison of input and output data of 14 – years old players of Michalovce

Proměnná	t-test pro závislé vzorky (hokej_MI_data.sta) Označ. rozdíly jsou významné na hlad. $p < ,05000$									
	Průměr	Sm.odch.	N	Rozdíl	Sm.odch. rozdílu	t	sv	p	Int. spolehl. -95,000%	Int. spolehl. +95,000%
T1vs	10,4645	0,53317								
T1vy	10,4332	0,55318	22	0,031	0,06944	2,119	21	0,046226	0,001	0,062
T2vs	151,4286	2,66177								
T2vy	151,4605	2,82437	22	-0,032	0,46779	-0,319	21	0,752852	-0,239	0,176
T3vs	1,2600	0,16177								
T3vy	1,3318	0,19234	22	-0,072	0,18601	-1,812	21	0,084290	-0,154	0,011
T4vs	7,7018	0,42179								
T4vy	7,7623	0,49734	22	-0,060	0,25962	-1,092	21	0,287124	-0,176	0,055
T5vs	4,5850	0,66170								
T5vy	4,6429	0,86296	22	-0,058	0,46346	-0,586	21	0,564078	-0,263	0,148
T6vs	90,2691	11,14167								
T6vy	89,0623	10,77398	22	1,207	1,45504	3,890	21	0,000844	0,562	1,852
T7vs	0,7211	0,14176								
T7vy	0,6886	0,15596	22	0,033	0,11878	1,283	21	0,213333	-0,020	0,085

Caption: variable, t-test, t-test for depending sample, marked differences are important at the level..., average, standard deviation, difference, standard deviation of difference, strength reliability,

We realized comparison of input and output data of hockey players of Prešov and Michalovce by parametric t – test for independent units and we pointed out that at the level and development of monitored coordination skills older school aged players of HC 07 Prešov reach:

Significantly higher level at 5% level of importance at the beginning of the experiment at the level of dynamic balance skill and rhythmic skill.

Significant improvement on 5% level of importance. We note development of coordination skill in dynamic balance. We reached significant improvement at 1% level of importance at skills: rhythmic, spatial-orientation and the differential ability of legs.

We reached significant improvement to 5% level of importance in developing coordination skills in a dynamic balance in favor of the experimental set by comparison of output data with the basic unit. We reached significant improvement at 1% level of importance at reactional skill. (Table 2)

We contributed to significant improvement of coordination skills also by developed and implemented program, which has been implemented during the preparational period on ice and in gym in duration of 15 – 20 minutes in each training unit.

CONCLUSION

Based on our research implemented at the sample of 44 subjects of 14 years old sport population of east Slovakia region we reached the following conclusions:

Identified by a set of knowledge reached and published we notice that we reached the aim and hypothesis was verified. Trainers can use conclusions obtained in their training process for the age group of older school age players.

We are aware that knowledge reached from research of coordination skills of 14 – years aged sport population of eastern Slovakia region cannot be fully generalized. It is influenced by: regionality of research, low – volume of the units. That's why our conclusions can not claim universal validity.

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SUMMARY

Main aim of our entry is to compare changes in coordination skills level influenced by established and implemented coordination skills development program with monitored players and players of the same age level, but with classical way of training process.

We are aware that knowledge reached from research of coordination skills of 14 – years aged sport population of eastern Slovakia region cannot be fully generalized. It is influenced by: regionality of research, low – volume of the units. That's why our conclusions can not claim universal validity.

GIRLS INTEREST IN THE GPS FROM THE ASPECT OF THEIR PHYSICAL ACTIVITY

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KEY WORDS: game, geocaching, global positioning system, cache, elementary school.

INTRODUCTION

Today's youth, which is surrounded by advanced electrical products, is to a certain extent controlled by computing industry. Satellite navigation which is now generally available and its importance like use in the growing civilian sector belong to such an industry, too. This is indicated by the prices of GPS receivers as well as their equipment – from the technical perspective (touch screen display, water resistance, impact resistance, better sensitivity, etc.) but also in the map database. Many phones are now equipped with a GPS module where it is possible to upload a car, bicycle or topographic maps. For these reasons, the satellite navigation becomes a part of everyday life (<http://www.esa.int/esaNA/galileo.html>; <http://evince.locusprime.net/cgi-bin/index.cgi>).

School physical education is currently struggling with many problems of what we learn from the works of several authors. One of the cardinal problems seems to be the cessation of pupils' interest in physical activity not only within the scope of compulsory physical and sports education but also in the physical activities performed outside the school. We believe that the use of GPS in a playful form is one of the ways to increase pupils' interest in kinetic activity and thus will contribute to the harmonious development of intellectual and physical growth. The application of this system in the physical activities of students requires adequate training not only of students themselves, but also teachers. Before start of using a GPS receiver students should get familiar with its origin, history, essential characteristics, system structure, functioning and also its main use. Based on this knowledge they will sooner and better understand how this system works, its actual use and thus its application in physical

activities. For these reasons we decided to carry out a following survey (Steiner - Černý, 2006).

AIM

The aim was to find out the current awareness level of the Global Positioning System (GPS) and playful activities (Geocaching) associated to it in a group of girls with different physical activity.

HYPOTHESES

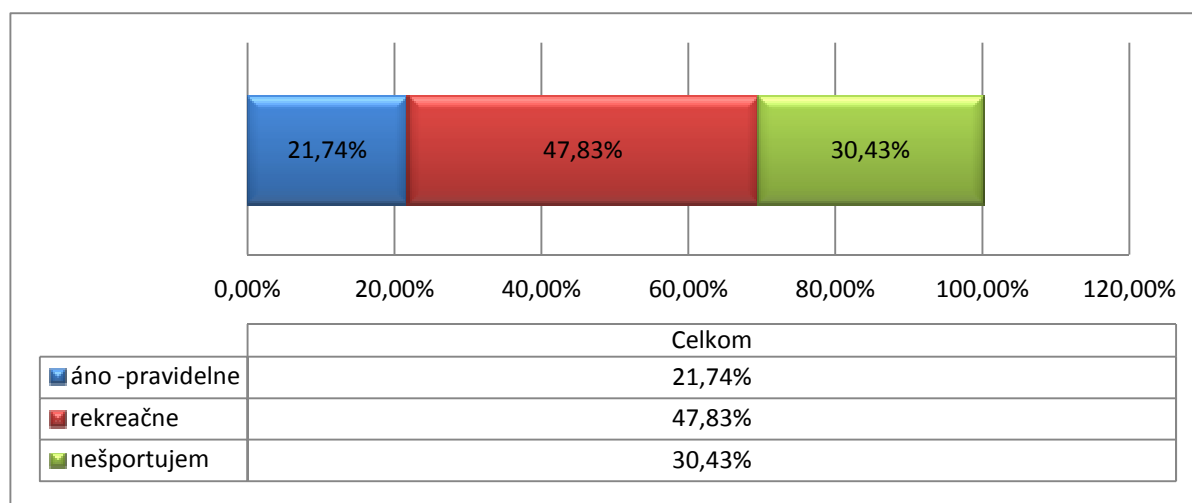
H1: The GPS awareness of active sporting girls will be higher than the passive ones.

H2: Every girl in accepting any source device has the internet access.

METHODS AND RESULTS

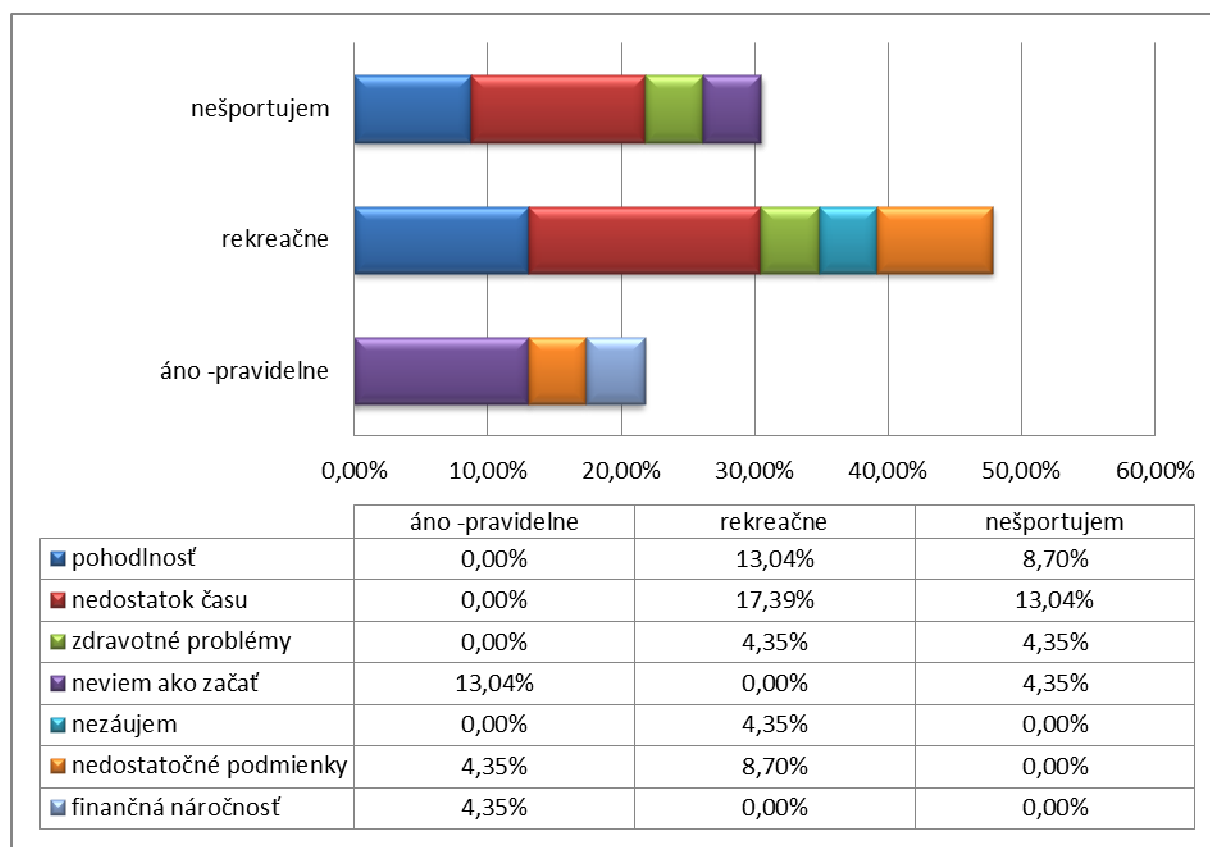
To determine the opinions and awareness of girls about the Global Positioning System and Navigation Game “Geocaching” the questionnaire method was used. The questionnaires were distributed in the school year of 2011 to secondary school girls in the city of Žilina. Through the medium of questionnaire we found out the answers to 12 questions, which were evaluated in percentages and reported graphically for clarity. The questionnaires have been responded by 186 girls.

In the initial question we asked the respondents was whether they pursue active sports in the present. Evaluating the results, we found out that the most percentage of girls (47.83%) is participating in sports recreationally. Active sport is regularly performed by 21.74% of girls and passive attitude to the sport expressed 30.43% girls. Through this question we divided the respondents into three groups namely active, recreational and passive (Picture 1). The following questions were evaluated in terms of generated groups.



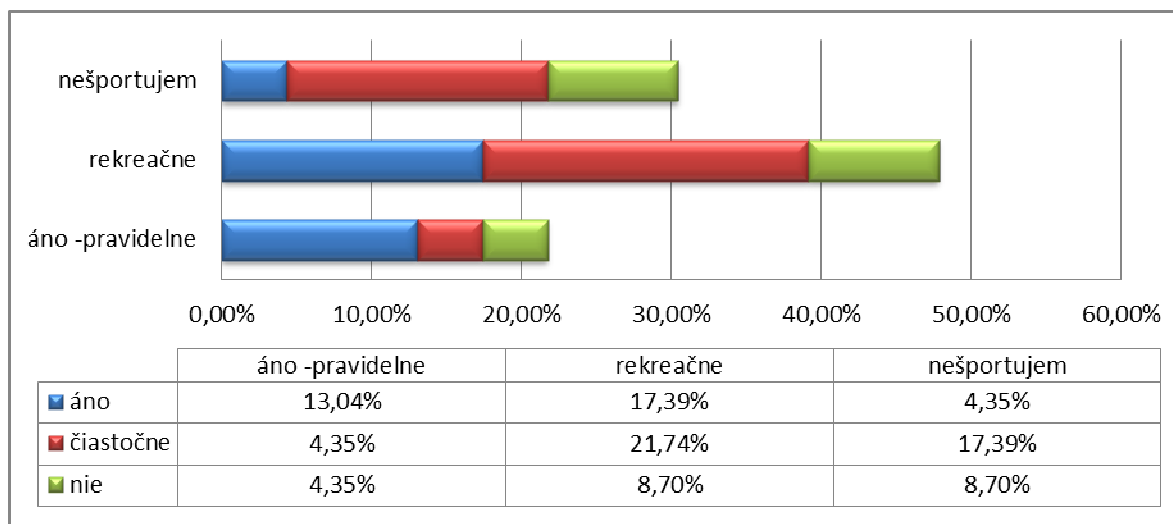
Picture 1 Active students sport performance in the present

In the first question we investigated the reason why the respondents do not sport. We found out the recreational and passive girls consider lack of time the biggest reason for not performing sports. A slightly lower percentage of respondents named convenience as a reason 13.04% of the recreational ones and 8.70 of passive girls. Most common answer active girls replied was a reason mainly related to financial and material side of sport. Particular performance in percentages is reported in Picture 2.



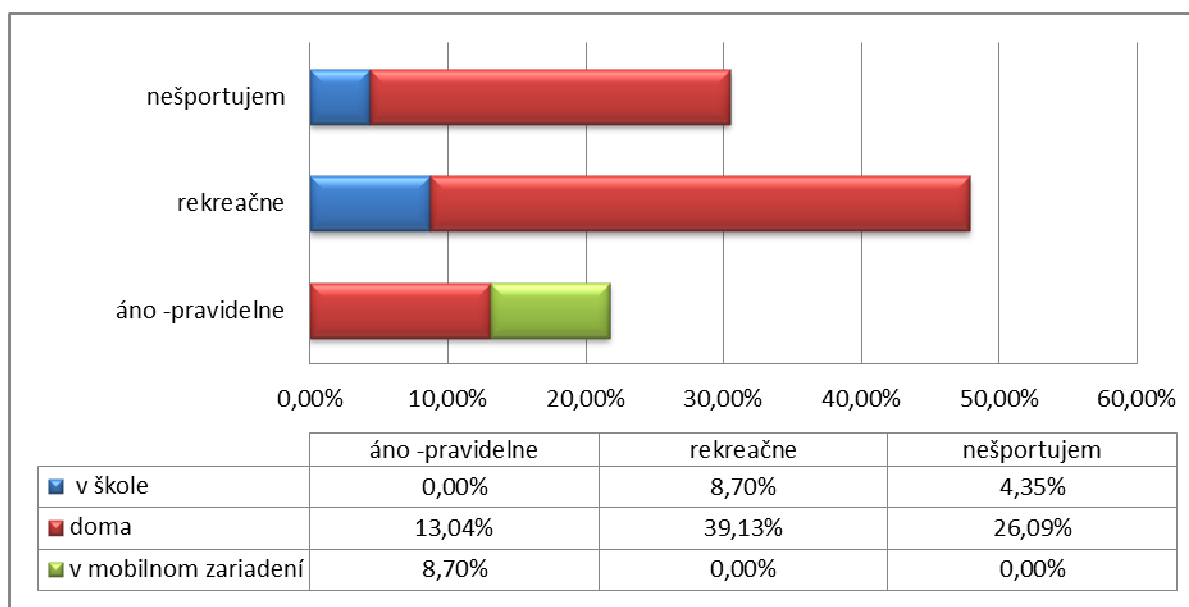
Picture 2 Reasons of being passive

The second question aimed on respondents was to determine the popularity of school physical education and sport. The resulting values point to the fact that only regularly sporting respondents have reported a positive reply. Most recreational respondents' (21.74%) and passive ones (17.39%) considered the subject of school physical and sports education to a partly favorite subject. Some of the respondents also disliked the subject. By the group of regular sporting ones the subject is disliked by 4.35% of girls; in the group of recreational and passive ones the subject is disliked by the same percentage amount - 8.70%. Values obtained in individual responses are depicted in Picture 3.



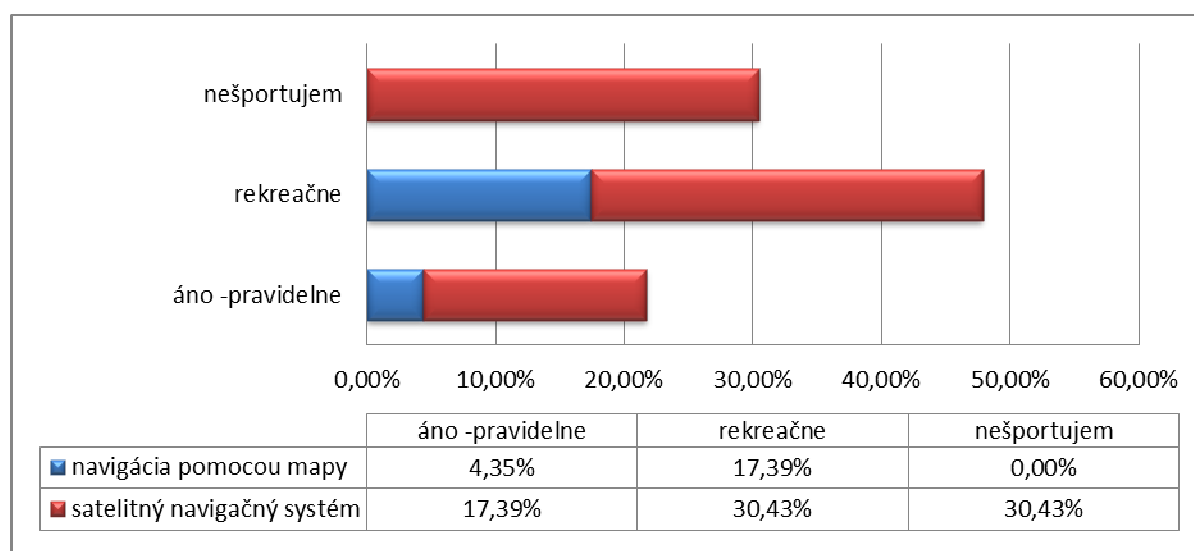
Picture 3 Popularity of the subject physical education and sports

Important role in our survey is played by the internet, an important source of information. Therefore, we formulated the following question in a way we could find out if the respondents have an Internet access or not. We found out that all respondents have an Internet access. These achievements are based on percentages of individual responses (Picture 4). In the evaluation, we came to the conclusion most of the respondents have Internet access at home. This possible response was reported by most of the respondents in each group (from regular sporting girls 13.04%, recreational sporting ones 39.13% and 26.09% of passive girls). The wireless mobile device, as an internet access option was identified only by 8.70% of regularly sporting respondents.



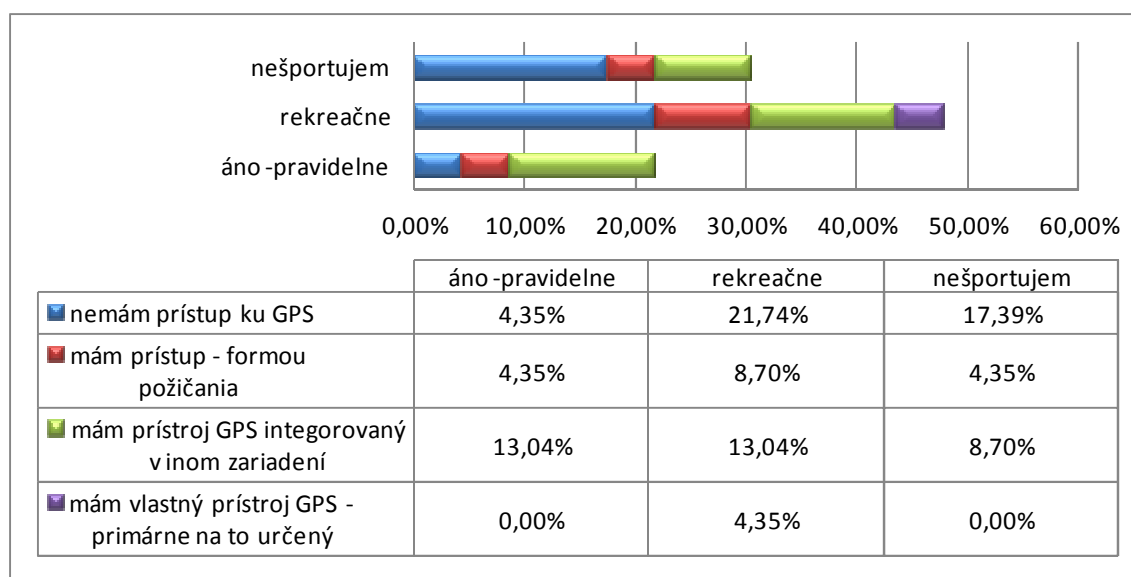
Picture 4 Internet access availability of students

The fourth and fifth questions we surveyed, respondents had to answer whether they know what Global Positioning System (GPS) is and if they have already come across the GPS receiver. The conclusion reached, could be considered as positive. In the fourth question more than 70% of respondents knew the correct answer. We were surprised to find out a group of passive females achieved 100% accuracy of responses in this particular question (Picture 5). We see this as a surprise while the results obtained in the next question show that from all respondents only 13.04% of passive girls have never come across such a device.



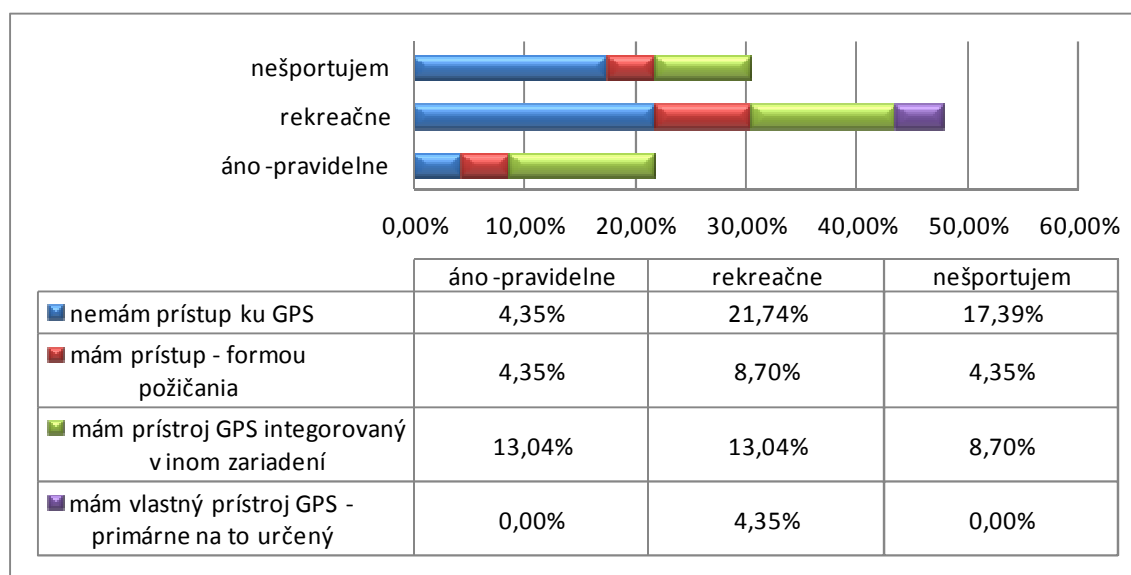
Picture 5 Students know-how about the GPS receiver

The sixth question in our questionnaire was aimed at finding out the current approach of respondents to the GPS receiver. Private GPS device was recorded only in 4,35% of respondents doing sport recreationally. 21.74% of recreational, 4.35% of regularly sporting and 17.39% of passive respondents do not have the access to this device. The remaining percentages of respondents in all groups either have the GPS device integrated in other device or have the possibility to borrow it (school, work, friends etc.). To be specific, values obtained for each group are shown in Picture 6.



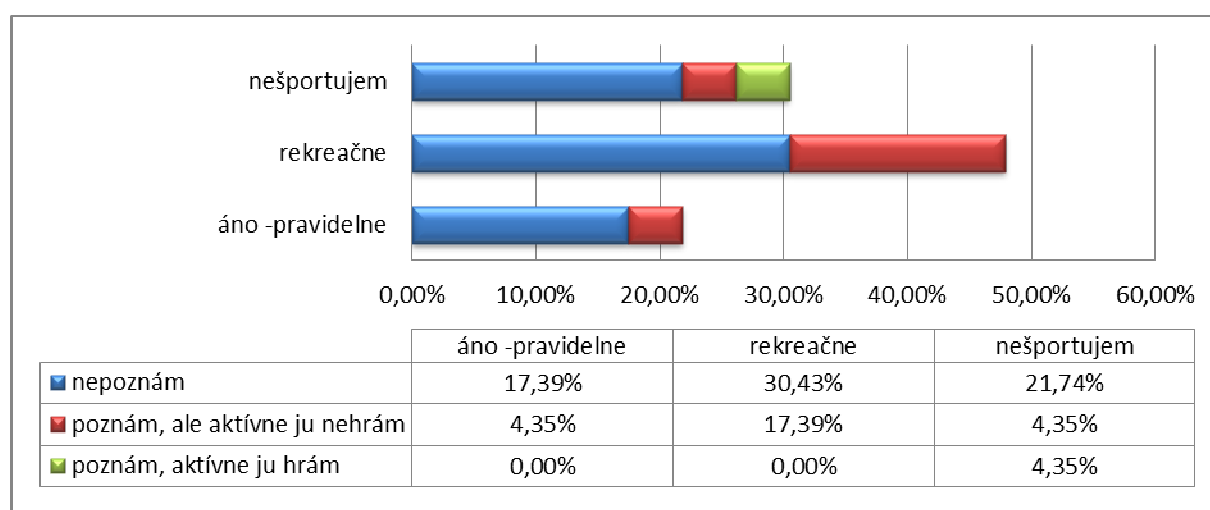
Picture 6 Current situation of students having an access to a GPS device

In relation to the previous question we formulated the seventh question of the questionnaire; because we were interested in the most common user activities using GPS receiver. Evaluating the results we came to the conclusion that in all three groups most percent of respondents use and know a GPS receiver as car navigation. The percentage in the group of regularly sporting was 13.04%, recreational 30.43% and 26.09% of passive girls. The remaining percentages of respondents do not use GPS (Picture 7).



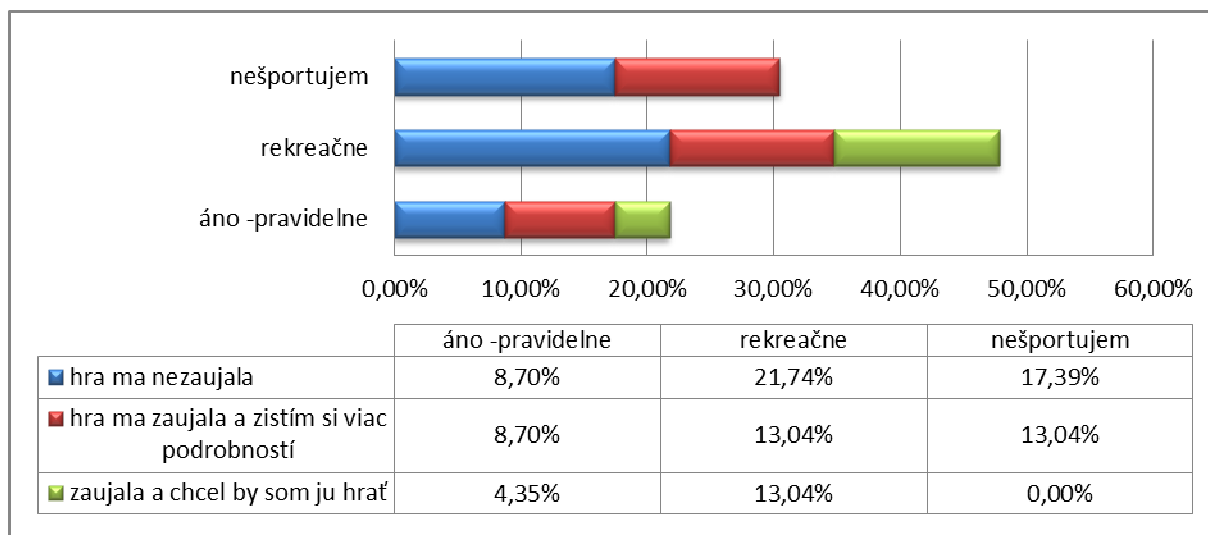
Picture 7 Students activities with the most common use of GPS

If we combine concepts of GPS, games and internet, we come to the concept of Geocaching. This concept can be found on the Internet as a global name for the game of Geocaching. We wondered whether the respondents have already met with this term and therefore we focused our next question on this issue. Comparing the results in individual responses, we found out that the largest percentage of respondents do not know the concept of Geocaching. Based on the results, we found out that 4.35% regular, 17.39% of recreational sporting and 4.45% of passive girls know the game of Geocaching but never played it actively. The results provided also show that only 4.35% of the girls from the group of passive respondents knows the Geocaching game and plays it the actively (Picture 8).



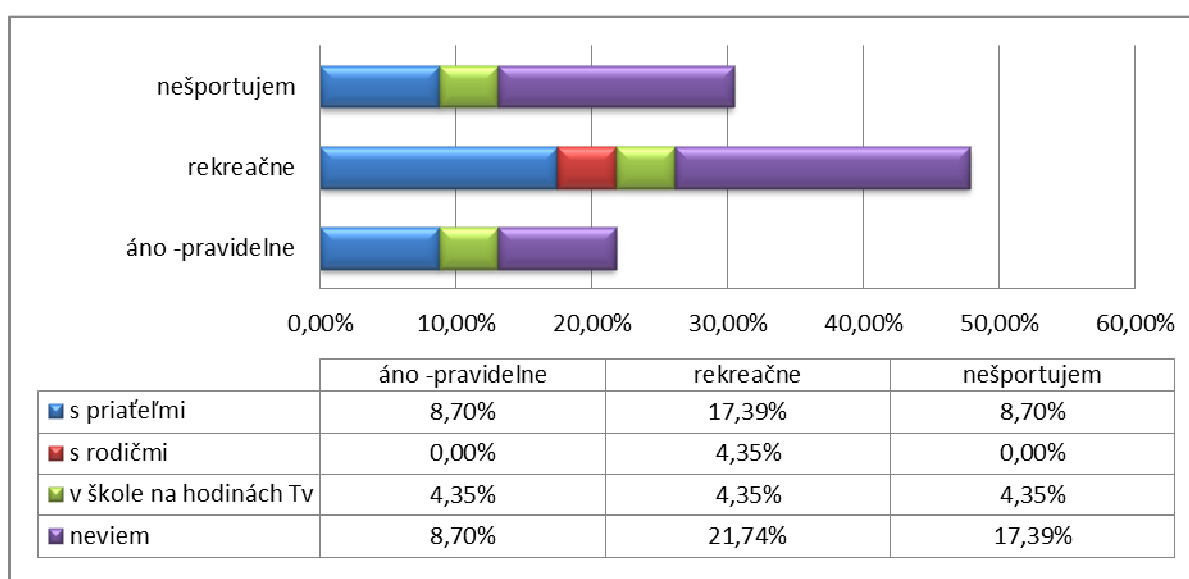
Picture 8 Awareness about the term of Geocaching and the game concept itself

In the ninth question, we have focused on the interest of girls to know the basics of the game Geocaching. This question was primarily directed to those respondents who have not met with the game yet. Results in each group were significantly different. The group of regularly sporting respondents expressed interest by 4.35%, more information about the game was expected by 8.70% and 8.70% of female respondents did not take interest in the game. The recreational ones achieved similar results in Geocaching. Interest in the game showed 3.04% of respondents. The same percentages of respondents are interested in more information about the game. Even within this group we have met ourselves with disinterest in the game, which was shown by 21.74% of respondents. Great disinterest in Geocaching was also recorded in the group of passive respondents (17.39%). The remaining percentage in this group wishes to know more details about the game itself (Picture 9).



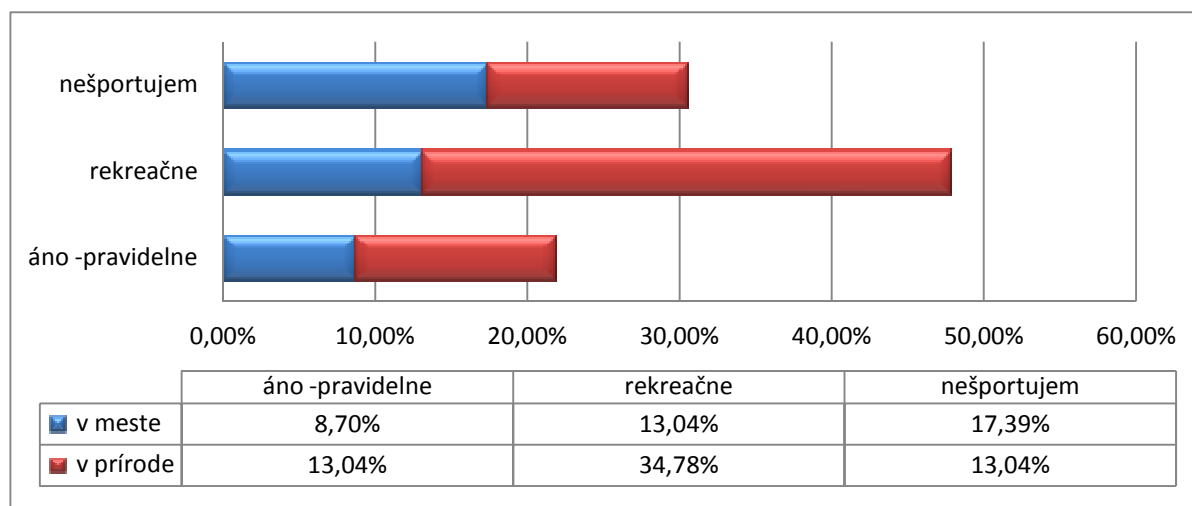
Picture 9 Interest in the Geocaching game

In the tenth and eleventh question, we investigated with whom they want to play the game, respectively who are they playing the Geocaching game with; as well as which environment do they prefer for hiding? The most percentages of respondents in all three groups were unable to decide, but the lowest amount of girls wanted to play the game all by themselves or with their parents. The possible answer to play it with friends was recorded by 8.70% regularly as well as passive girls; 17.39% of recreational girls would choose their friends to play with. Possibility to play the game in school was recorded the same by 4.35% of respondents from each group. Exact values are shown in Picture 10.



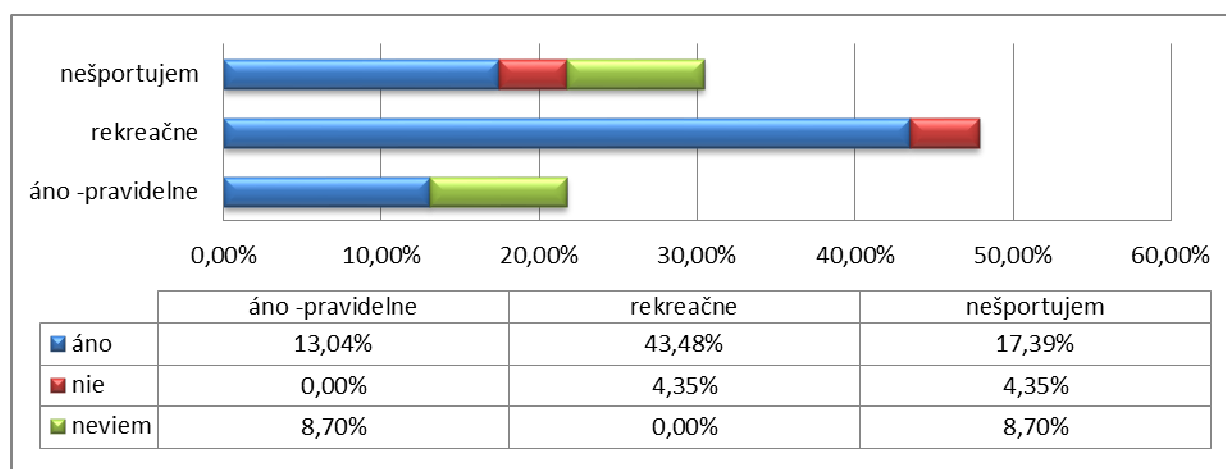
Picture 10 Best partners for implementing the Geocaching games

In terms of environment, the most students were enthusiastic about nature, which marked 13.04% of the regular ones, 34.78% of recreational and 13.04 passive respondents. The city, as a gaming environment recorded interest in 8.70% of regularly, 13.04% of recreational and 17.39% of passive respondents (Picture 11).



Picture 11 Preferred environments for the search of a cache

The last question we asked students was, whether they would like to try Geocaching game during the subject of physical education, or to attend a hobby facility that would be devoted to Geocaching because Adamčák-Luby (2007) recommend to give it a try to everybody who owns such a GPS device. Results are very positive, because the most percent of respondents in each group would like to try the game on physical education class. The lowest percentage of students, specifically 4.35% of recreational and 4.35% passive girls showed no interest. Remaining percentage of respondents could not express their opinion on this topic (Picture 12).



Picture 12 Students interest in implementing the Geocaching game in physical education class or visiting hobby facilities devoted to it

CONCLUSION

The recent years we can record an overall decline of student interest in classes of physical education and sports. If we want the need of activity to become an important part of everyday life, it is necessary developing such a relationship since childhood. Therefore, creating such a positive attitude towards physical activity, it is important to know what physical activity the youth prefers and respect their interests. Many studies confirm the decline in hours of physical education and sports. Therefore, it is necessary to respect the specific interests of students in physical and sports activities; thereby increasing their interest not only in hours of physical exercise and sports training, but also in a physical activity en bloc, whether in school or leisure. Using GPS is the perfect solution to increase pupils' interest in kinetic activity and contribute to the harmonious development of intellectual and physical growth. Therefore, the aim of this work, it was to discover the interests of girls in GPS aspect of their physical activity and to determine the current level of awareness of the Global Positioning System (GPS) as well as playful activities associated with it (Geocaching) (Görner - Kompan, 2003). Based on the results obtained we can conclude that H1, where we assumed that the GPS awareness will be higher in the group of regular sporting girls than in the passive ones, was not confirmed (see Pic. 7). We set the H2, where we assumed that each respondent has access to the internet with the acceptance of any source device. In this case, we can say that we have confirmed the hypothesis.

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SUMMARY

Currently, there is an emphasis on the active use of leisure time and therefore a man is always looking for more varied and interesting activities. Games are everywhere around us and while we live in a modern world of science and technology, we should not forget that the game will accompany a man through his whole life. One possibility to combine modern technology - eg. Global Positioning System (GPS) with playful actions aimed at increasing physical activity of children is Geocaching Navigation Game, which we can play in Slovakia (and also around the world) for several years. Using GPS and playful forms seems to be a suitable solution to increase pupils' interest in locomotor activity and to use modern technology to help the harmonious development of the intellect but also physical and physical site of adolescents.

MOTIVATION OF UNIVERSITY STUDENTS THROUGH PHYSICAL EDUCATION TO LIFELONG NEED OF SPORT

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KEY WORDS: physical education, sports and recreational activities, motivation for lifelong sport.

INTRODUCTION

The time when one passes continuously from childhood to adulthood, usually after completing 18th of life for many people is a period spent studying at university.

At the end of adolescence physical development and changes that accompany adolescence towards maturity (physical, sexual, social) completes. The mental changes are the most serious in self-knowledge that means finding its own identity (Michal, 2010, 2009).

More significant than the actual physical changes is the fact that physical appearance is very important part of their identity. Assessment of themselves by their appearance, self-assessment and self-confidence is greatly dependent on the opinion of their own appearance (Oravcová, 2006). The attractiveness of appearance in many cases becomes a critical component of identity. They are willing to do the steps that often lead to self-harm or loss of control over their health because of appearance.

In terms of physical education teacher at university it is an ideal time when his professional acting on the individual (student) can interfere with the forming of personality. One of the many motivating factors for achieving the objective (which may be a change in lifestyle of undergraduate) are sports and recreational activities in school hours or outside of them. Its content offer a wide range of sports in which the student can find himself. Sport will become standard need in his life thereby creating conditions that he will sport also after graduation.

OBJECTIVE

Through the questionnaire we wanted to determine the relationship of students of the Technical University in Zvolen to the sports-recreational activities as well as their attitude to the issue of school Physical Education.

PROBLEMS AND RESULTS

The Institute of Physical Education and Sport (IPES) at Technical University in Zvolen, as one of the educational departments, offers courses for all students to register Physical Education optional subject in the form of two separate items:

- physical education and sport,
- selective sport and health.

Each subject has value of 1 credit per semester. One and half hour lessons are held once a week. It is possible to choose from these optional subjects: basketball, volleyball, football, canoeing, swimming, strengthening, aerobics, exercise on fit ball, bouldering, tennis, badminton, table tennis, floorball. IPES offers courses (without credits): skiing courses focused on cross-country and downhill skiing, course of outdoor physical activities, hiking, mountain biking course and movement in nature, course of canoeing and rafting on river Hron.

We realised research conducted within the Ministry of Education grant project VEGA No.. 1/0180/10 at TU in the academic year 2010/2011. This research was focused on the interest of students in physical and recreational activities not only in leisure time but also as optional subject of Physical Education.

We used anonymous questionnaire method. Students answered 14 questions that revealed view of the interest in sports and recreational activities to project research investigators. 15 of 223 questionnaires were discarded for non seriousness when filling.

There were 208 respondents, 137 men and 71 women. Students were chosen from all faculties at TU in Zvolen: Faculty of Forestry, Wood Technology, Faculty of Ecology and Environmental Sciences, Faculty of Environmental and Manufacturing Technology, Whole University Study Programmes.

Completed questionnaires were individually evaluated in terms of sex (men – women), researched students attended 1. and 2. school year.

The results interpreted in this report are from male respondents.

Female responds are processed in the report of Mgr. Baisová Karin, PhD.

In determining the order of importance the respondents signed health on the first place, then family, happiness, friendship, money, education and sport and movement were on the 7th place.

The priority list of values					
1.	Health	4.	Friendship	7.	Sport and Movement
2.	Family	5.	Money	8.	Recognition
3.	Happiness	6.	Education		

Picture 1 The priority list of values

Sport and recreation activities are part of life in 75 % of respondents, 25 % of them belongs to the occasional issues

Surprisingly, 52.63 % of respondents were actively devoted to sport and 47.37 % were not.

The main reasons why respondents still do not actively sport reported that 50.15 % of them are interested in other activities, 41.67 % lack of free time, 8.33% financial problems, 8.33% do not have a suitable partner for sports.

Reasons to disregard the regular sports		
1.	Interest in other activities	50.15 %
2.	Lack of free time	41.67 %
3.	Financial problems	8.33 %
4.	Do not have a partner for sport	8.33 %

Picture 2 Reasons to disregard the regular sports

Similar research was done at TU in Zvolen in the academic year 2004/2005.(Kružliak, 2006), where the results showed that at the time 60% of respondents sported regularly, 2% were respondents with a total lack of interest in sport, 22% did not considered regular sports. They justified their total indifference in environment for the sport, missing sport leader and the total indifference and dislike to sports.

In comparison with research Valjent (2004) on sample of students at Czech Technical University (CTU) similar reasons why students do not spend leisure time with physical-recreational activities were revealed. The main reasons students gave were difficult inclusion of Physical Education into the schedule of other subjects 45.9 %, the distance between venues and accommodation buildings CVUT 20.6%, a general aversion to sports activities 14.1 %, a

small selection of sport possibilities 12.5 %, not suitable conditions at gym 6.2 %, teacher's approach 0.7 %.

Disregard the movement by Valjent		
1.	Difficult inclusion of PE into the schedule of other subjects	45.9 %
2.	Distance between venues and accommodation buildings	20.6 %
3.	General aversion to sports activities	14.1 %
4.	Small selection of sport possibilities	12.5 %
5.	Not suitable conditions at gym	6.2 %
6.	Teacher's approach	0.7 %

Picture 3 Disregard the movement by Valjent

Respondents prefer study in their leisure time than sports, education 41.67 %, work with PC 33.33 %, passive recreation, reading, cultural events, leisure activities in another field, television, etc.

I prefer to sports		
1.	Study and education	41.67 %
2.	Work with PC	33.33 %
3.	Passive recreation	19.25 %
4.	Reading, culture and other activities	5.75 %

Picture 4 I prefer to sports

Sports and recreational activities preferred in leisure time were mainly fitness and strengthening 66.67 %, hockey (floorball, hockeyball, ...) 8.33 %, skiing 50.25 %, football 43.12 %, swimming 40.33 %, running - jogging, hiking 33.33 %, basketball, volleyball, table tennis 8.33 %.

Interest in sport activities in leisure time					
1.	Fitness and strengthening	66.67 %	5.	Swimming	40.33 %
2.	Hockey (Floorball, hockeyball)	8.33 %	6.	Running – jogging	33.33 %
3.	Skiing	50.25 %	7.	Basketball, volleyball, table tennis	8.33 %
4.	Football	43.12 %	8.	Hiking – cycling	7.92 %

Picture 5 Interest in sport activities in leisure time

The results of Valjent research (2000) shows us that students at CTU prefer cycling, running, jogging, swimming, fitness enhancing, football, hiking, skiing, tennis, basketball and volleyball.

Interest according to Valjent research			
1.	Cycling	4.	Fitness enhancing
2.	Running - jogging	5.	Football, volleyball, basketball
3.	Swimming	6.	Hiking, skiing

Picture 6 Interest according to Valjent research

The frequency of respondents spending their leisure time by sport and recreational activities was: 1 x 16.66 %, 2 x 25 %, 3 or more times 50 %, do not sport 8.33 %.

The reasons for choosing optional subject Physical Education to their schedule were: exercise and sport as part of the life of 51.25 %, form of health support 49.16 %, body forming and regulation 41.67 %, a suitable form to fill free time between teaching blocks 25.43 % of respondents.

Respondents prefer these activities from the sports within hours of Physical Education: badminton 91.67 %, strengthening and fitness 83.33 %, 66.67 % football, volleyball and table tennis to 33.33 %, 25.12 % swimming, basketball 16.67 %, bouldering, tennis and hockey less than 10 %.

Interest in sports offered by IPES at TU					
1.	Badminton	91.00 %	5.	Swimming	25.12 %
2.	Strengthening and a fitness	83.33 %	6.	Basketball	16.67 %
3.	Football	66.67 %	7.	Floorball	12.21 %
4.	Volleyball and table tennis	33.33 %	8.	Tennis	10.03 %

Picture 7 Interest in sports offered by IPES at TU

Respondents would welcome wider offer within hours of Physical Education. They would like to attend sports as hockey, shooting and hiking.

66.67 % of respondents would like to have PE lessons more times a week, while 33.33 % are satisfied with one lesson during the week.

66.67% of the respondents sport in their leisure time, occasionally 25 % and 8.33 % do not sport outside school lessons.

In terms of time respondents would prefer to have lessons of PE in the early evening 51.25 %, 23.75 % in the afternoon, 16.67 % in the morning, 8.33 % in the evening.

Inclusion of PE in terms of time		
1.	Early evening	51.25 %
2.	Afternoon	23,75 %
3.	Morning	16.67 %
4.	Evening	8.33 %

Picture 8 Inclusion of PE in terms of time

16.67 % of respondents consider Physical Education within school lessons as a motivation to further sports, 75 % did not know, 7.83 % sported regularly before the start of university, 1 % do not consider PE as a motivation.

CONCLUSION

From The respondents answers we found that students at Technical University in Zvolen like sports. Regular exercise is a part of life for most of them and they would welcome if they had created better condition to visit gym more often within hours of Physical Education. In comparison, this report presents results of Valjenta research (2004) on sample of students in higher grades at Czech Technical University where Physical Education is included in the first and second year as a compulsory subject. The research results show several reasons why students exercise and sport more in in higher grades of study:

- a) they found related group of students to organize sport at higher grade of their study,
- b) many kinds of sports today are also a question of money, students in higher grades have more money,
- c) during their study they took few extra pounds to their weight, so they deal with it trying to do something,
- d) students in higher grade can better organize their time

e) compulsory Physical Education in the first and second year really help them to kick off the need for regular exercise which they realise in next years in form of sports activities according to their preferences and needs,

f) they realize that school lessons are free, offered in great variety and because of it they try to use it,

g) today they know sport helps them physically, mentally, improve their health, sport is the best relax and they also learn faster,

h) they understand that it is almost time for final decision about their future careers, physical appearance, fitness and health disposition will help them to get the best work position.

It is difficult to compare the conditions of higher education in the Czech Republic where Physical Education at most schools is a part of study in the first and second year with the conditions of Slovak universities where the scheduling of Physical Education is diverse (as a compulsory subject, the subject with credits, no credit subject, or subject with other limitations). However one thing was confirmed in research findings. Young people do not lose their taste in sports, they realize the need of sport as a lifelong activity and they are willing to accept the subject of Physical Education as part of the study. All the researches show that the movement nowadays is not a basis of healthy lifestyle for the majority of the population.

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SUMMARY

Author of article presents knowledge about the relationship of university students at the Technical University (TU) in Zvolen to the sports and recreational activities, as well as their relation to Physical Education at TU.

FAMILY INFLUENCE ON THE STUDENTS' ATTITUDES TOWARDS PHYSICAL SPORTS ACTIVITY

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KEY WORDS: family, attitudes, physical activity.

INTRODUCTION

Family is generally considered to be one of the main pillars of the society and one of the most significant social institutions. According to Charvát (2002, s.27), “family is the first and determining social and psychological environment to create a world of values, habits and behavior”.

Parents have the status of educators and tutors, they impart their wisdom, experience, behaviors, approaches to addressing life solutions to the adolescents; they are role models for their children. This is the main reason why family environment represents a very important role in creating students' attitudes as well as their attitudes towards physical sports activities.

Within their own norms and values, parents usually try to raise their child to be an independent and confident human being. From the point of view of their relationship to sports, boys are expected to demonstrate the vital masculine hardness. Girls are expected to be rather tender and submissive. It is generally shown that participation of children and young people in the sports activities is influenced by the accessibility of the opportunities, by the support from the part of family members, friends, opinion leaders and role models. Individual ideas concerning children and sports in relation to the gender can vary depending on the social competence and overall family level.

PROBLEM

The intensity of the performance of physical sports activities by parents with children is often irregular since it depends on various factors, e.g. temporal activities that can be performed only in certain season during the year, or lack of parents' time that can result only

in weekend or occasional physical sports activities. Another important factor is the financial background of the family.

Functioning family environment with its attitudes and value orientation in physical activities influences the children's perception and creates social environment that motivates everyone to perform physical activities (Charvát, 2002; Michal 2009, 2010).

According to Labudová (1997), "current sport education in the family will reflect in the adulthood and it will create a foundation for new generation's education".

AIM AND HYPOTHESIS

The aim of our research was to determine the family influence on the students' attitudes towards physical sports activities.

Since the function of a family in the process of children's socialization into sports and physical activities is irreplaceable, students from families where parents dedicated their time to physical sport activities will perform these activities more often than children from families where parents did not and do not engage in physical sports activities.

METHODOLOGY

Our research was conducted in 23 schools in Slovakia. The questionnaire was filled correctly by 1,192 students, 457 of them were boys and 735 were girls. In Czech Republic, the research was conducted in 4 secondary schools and on the group of 465 students - 180 boys and 285 girls.

The main method of our research was a questionnaire method since it is one of the most important methods of the social research and its merit is its ability to address great number of respondents and get a great amount of information.

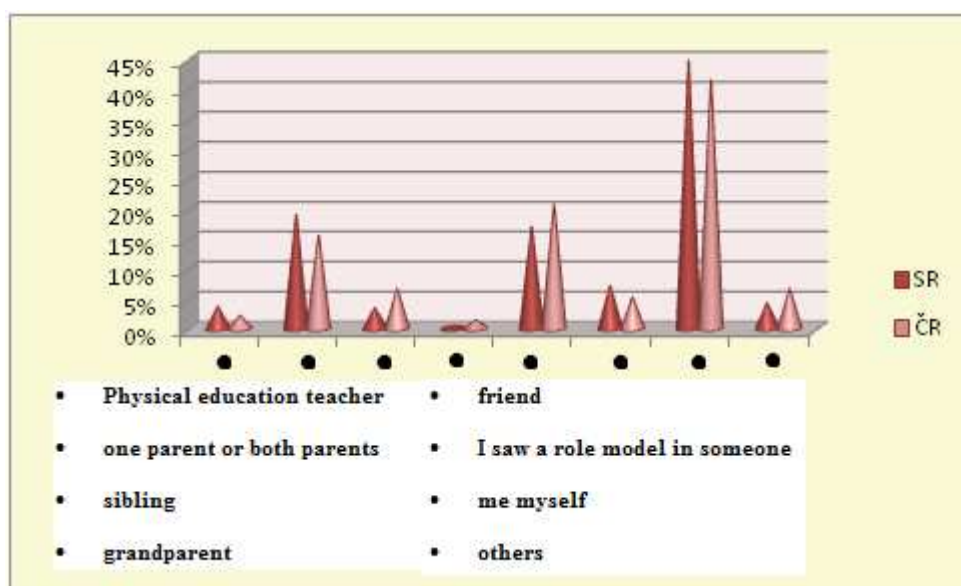
For the evaluation of the acquired data we used basic logical methods, i.e. classification, analysis, synthesis, comparison, induction, deduction and mathematical and statistical methods (the average calculation, Chi-square, Wilcoxon signed-rank test). Statistical data are processed and put into charts and graphs (graphic methods).

RESULTS

Since family is student's first social environment that influences and educates him, it creates and shapes his values, habits and behavior. We were interested in the relation between the basic way of education and "imitation" in the family environment education, i.e. how the

parental model influences the students. In 19,1 % of cases, it was a parent who brought his child to the physical sports activities. In 3,47% of cases it is a sibling who performs some sport and even grandparents lead their grandchildren to sport in 0,55% of cases. Friends are an important influence in this age are as well and it showed in this research in 17% of cases.

The physical and sport education teacher has an important role as well. However, in our research group the teacher brought students to sport only in 3,75% of cases. In 7,13% of cases, the students see their model in someone else who is either from their surroundings or is a famous sportsman. 44,7% of students wrote that nobody brought them to physical and sports activities, not a parent, teacher or a friend. The initiative impuls to engage into physical activity came directly from themselves. We suppose that in this case these students were not guided directly by any person, but they are aware of the importance of physical sports activities in life. 4,30% of students gave different reasons that included doctor, other family members like aunt, uncle, etc. In Czech Republic, the result were very similar, (Picture 1) parents were the main influence in 15,16% of cases, siblings and grandparents in Czech Republic had greater influence on their siblings and grandchildren in 6,67% and 21,48% of cases. Friends had a great share in leading their friends to physical sports activities in 20,74% of cases which is almost like in the case of Slovak Republic.



Picture 1 Who brought you to the physical sports activities

We supposed that active parents would be the role models for their children, i.e. in families where one parent or both parents are engaged in some physical sports activity, the

students will perform physical sports activities more frequently and more regularly than the students from families where parents do not set an example for their children when it comes to physical sports activities. Using the Chi-square test we determined the p-values in both states (Table 1,2). The smallest determined level of significance in which we can reject the zero hypothesis is very low. Our zero hypothesis H_0 which states that the performance of physical sports activities by parents and by children are independent can be negated in the 5% level of significance. The performance of sports activities by children depends on the performance of these activities by their parents.

Table 1 The comparison of the performances of physical sports activities by parents and their children in Slovak Republic

Parents'/children's physical sports activity	every day	3 or 4 times per week	once or twice a week	rarely	never	the total
At least one person regularly	124	169	154	86	7	540
At least one person occasionally	72	106	128	109	9	424
Neither parent	29	33	50	76	14	202
p-value	1,272E-29					

Table 2 The comparison of the performances of physical sports activities by parents and their children in Czech Republic

Parents'/children's physical sports activity	every day	3 or 4 times per week	once or twice a week	rarely	never	the total
At least one person regularly	45	60	45	48	12	210
At least one person occasionally	18	39	63	39	3	162
Neither parent	18	15	27	33	9	102
p-value	0,000202842					

CONCLUSION

Since the function of a family in the process of children's socialization into sports and physical activities is irreplaceable, students from families where parents dedicated their time to physical sports activities will perform these activities more often than the children from families where parents did not and do not engage in physical sports activities. The given hypothesis that active parents will set an example for their children has been proved. Using the Chi-square test we determined the p-values in both states. The smallest determined level of significance in which we can reject the zero hypothesis is very low. Our zero hypothesis H_0 which states that the performance of physical sports activities by parents and by children are independent can be negated in the 5% level of significance. In families where one parent or both parents are engaged in some physical sports activity, the students will perform physical sports activities more frequently and more regularly than the students from families where parents do not set an example for their children when it comes to physical sports activities

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SUMMARY

When it comes to the formation of students' attitudes towards physical and sports activities, family background represents a very important factor. In 19,10% of cases it was a parent who brought the child to the physical sports activity. In 3,47% of cases it is a sibling who performs some sport and even grandparents lead their children to the physical sports activities in 0,55%

of cases. The fact that family is a very important factor was proved also by the confirmation of our hypothesis. Using the Chi-square test we proved that the performance of physical sports activities by children depends on the performance of these activities by their parents.

HOW THE CONDITIONS OF PHYSICAL AND SPORT EDUCATION INFLUENCE THE STUDENTS' ATTITUDES

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KEY WORDS: attitudes, conditions, physical and sport education.

INTRODUCTION

One of the main factors of the teaching process are the conditions of teaching. In our case, it is mainly the material school facilities, gymnasium and campus equipment meant for different kinds of physical and sports activities, including sports equipment, sports gear and different kinds of fields. Material equipment includes sports equipment, sports gear and all other tools that can be used during the physical and sport education classes.

It also includes various types of balls, rackets, bats, skipping ropes, hoops, bars and marks. When it comes to the sports equipment, there are goals, benches, vaulting boxes, mats, stands, climbing frames, hurdles, wall bars, trampolines, springboards, vaulting-bucks, etc. (Rikard, L. – Banville, D. 2006)

PROBLEM

Many authors have dedicated their time to the problemacy of the school facilities. Upon the basis of various researches, we got to know the unsuitable conditions for the physical and sport education (lack of gymnasiums and sports complexes). When it comes to sports equipment and gear, the insufficient school facilities lower the level of efficiency of teaching and limit the possibilities of meeting the curriculum. However, schools that do not have enough equipment often try to prepare conditions for their students. If a school does not have a gymnasium, it uses gymnasiums in the nearby schools. Nevertheless, these solutions are not perfect since the gymnasium occupancy is high and exercises in the corridors, for instance, are not an adequate substitution.

AIM

The aim of our research was to learn the students' attitudes towards physical and sport education during their secondary school studies in Slovakia and compare them to the students' attitudes in the secondary schools in Czech Republic via one of the main factors of the teaching process – the physical and sport education teaching conditions.

METHODOLOGY

Our research was conducted in 23 schools in Slovakia. The questionnaire was filled correctly by 1,192 students; 457 of them were boys and 735 were girls. In Czech Republic, the research was conducted in 4 secondary schools and on the group of 465 students - 180 boys and 285 girls.

The main method of our research was a questionnaire method since it is one of the most important methods of the social research and its merit is its ability to address great number of respondents and get a great amount of information.

For the evaluation of the acquired data we used basic logical methods, i.e. classification, analysis, synthesis, comparison, induction, deduction and mathematical and statistical methods (the average calculation, Chi-square, Wilcoxon signed-rank test). Statistical data are processed and put into charts and graphs (graphic methods).

RESULTS

The existence of a connection between the students' attitudes towards physical and sport education and the school facilities is a logical conclusion of practice. The physical sports activities are performed better in the quality conditions. Old and insufficient school equipment together with bad conditions represent an obstacle not only for teachers when it comes to the teaching process, but in the extreme cases it can be harmful for the students as well – radiators that are not working, floor board in poor conditions and so on.

First, we were probing the dependence between the students' attitudes towards physical and sport education and the school facilities for the physical and sport education by the Chi-square - χ^2 test of independence. The determined p-value 0,000864 is very low, i.e. there exists the statistically important dependence between above mentioned variables (Table 1).

Table 1 School facilities for physical and sport education in Slovak Republic

Attitude	very positive	positive	indifferent	negative	very negative	together
Good equipment	315	229	193	70	50	857
Bad equipment	106	67	60	22	40	295
p-value	0,000864					

We used the Wilcoxon signed-rank test (Table 2) to verify the assumption of a positive influence of the gymnasium facilities on the students' relationship to physical and sport education. Using the p-value on the 5% level of significance, we reject the zero hypothesis H_0 which states that the students attending schools with good equipment for physical and sport education have the same relationship to physical education than those students who attend schools with bad equipment. It is in favor of the alternative hypothesis H_A which states that those who attend schools with good equipment have more positive relationship to physical and sport education than the students attending schools with bad equipment. Our assumption about the students from schools with worse facilities having more negative attitudes towards physical and sport education is confirmed on the 0,01 level of significance.

Table 2 Wilcoxon signed-rank (Slovak school facilities)

dáta:	data [attitudes towards physical and sport education] data [school facilities for physical and sport education] $W = 120200.5$, p-value = 0.03447
Alternative hypothesis	true location shift is less than 0

When it comes to our western neighbour, first we were probing the dependence between the students' attitudes towards physical and sport education and the school facilities for physical and sport education by Chi-square - χ^2 test of independence, like we did in the case of Slovak Republic. The determined p-value 0,003697 is low, i.e. there exists statistically important dependence between above mentioned variables (Table 3).

Table 3 School facilities for physical and sport education in Czech Republic

Attitude	very positive	positive	indifferent	negative	very negative	together
Good equipment	81	45	51	6	12	195
Bad equipment	87	60	105	21	42	264
p-value	0,003697365					

We used the one-sided Wilcoxon signed-rank test (Table 4) for more precise verification in this case as well. On the 5% level of significance, we reject the zero hypothesis H_0 about the same relationship between students attending school with sufficient and insufficient facilities and the physical and sport education in favor of the alternative hypothesis H_A which states that students attending school with sufficiently equipped gymnasium like the physical and sport education more than students attending schools with insufficiently equipped gymnasium. We verified the fact that students attending schools with better facilities for physical and sport education have more positive attitudes towards this education.

Table 4 Wilcoxon signed-rank test (school facilities in Czech Republic)

dáta:	data [attitudes towards physical and sport education] data [school facilities for physical and sport education] $W = 2427.5$, p-value = 0.04869
Alternative hypothesis	true location shift is less than 0

CONCLUSION

When it comes to our research, we were interested in what students are missing. We came across some schools that do not have a gymnasium. Students were often dissatisfied with the size of their gymnasium, with the old gymnasium that needed renovation, or the gym was missing and if it was there, it was insufficiently equipped or very old. In some cases the schools were not sufficiently equipped for athletics or gymnastics – there were not enough fitballs, trampolines and gymnastic belts. Balls, baskets and goals for different kinds of sports were not in acceptable conditions or they were missing. As the times change, students' requirements change as well. Things that are modern, current and “in” are interesting for the

students as well. The implementation of activities that are “in” is a key for catching students` interest. Bodybuilding in a gym is very attractive for many boys; zumba, aerobic and exercises with fitballs are big attraction for girls. If teacher does not know the newest trends, he/she can use the DVD player to show them to his/her students. To sum up, in the case of the absence of tools, everything depends on teacher`s creativity and determination to interest his/her students.

Proceeding from researches, Žiga (1993) and Michal (2002) likewise states that material conditions do not have the main influence on the quality of the physical training process, but they influence it in a certain way. Researches proved that teachers having better equipment at their disposal achieved worse results than teachers who did not have a gymnasium at their disposal. The main factor, so to say, is the teacher`s approach and relationship to the movement and physical activity. Despite the fact that good equipment is a big plus for physical and sport education, teacher`s approach is essential.

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SUMMARY

First, we were probing the dependence between the students` attitudes towards physical and sport education and the conditions for the implementation of physical and sport education – school facilities for this education – by Chi-square - χ^2 independence test and later by Wilcoxon signed-rank test. Our assumption that students from schools with worse equipment have more negative attitudes towards physical and sport education was proved on 0,01 level of significance. We proved this in the case of Czech Republic as well. Conditions thus represent very important factor when it comes to the implementation of physical and sport education.

ANALYSIS OF SPORTS TRAINING OF THE COMPETITORS IN ALPINE SKIING

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KEY WORDS: analysis of sports training, alppine skiing.

INTRODUCTION

Sports training is unthinkable part of life and of every competitor in alpine skiing. Sports training is a long-term physical and educational process of the formation and improvment of functional, physical and mental abilities of the body. It is a systematic process of increasing condition in terms of biological, psychological and social adaptation. This is the way how to achieve high sports capacity (Blahútová 2002; Broda 1990; Michal 2001, Povrazník 2003).

The most commonly words and collocations are training, concentration, physical activity or Physical Education process. Result of this is, that sports training isn't only for competitionl sports, but also for recreational sports. We can say that people, who practise that activity, have a natural joy of movement. This is a reason, why they want to come back to that activity. The recreational sport is mainly about fixating our health, increasing condition and relax feeling. But it's different in performance sport. Competitors take part in training process only for one purpose. This purpose is to achieve maximal and the best performance during the races and competitions. However, training process/preparation is a very hard process, which consist of several phases. These phases are prepared and classified for competitor to be able to prepare himself systematicly and responsibly for races period in the season. Blahútová (2002) devides training process as follows :

- phase of sports preliminary tratment,
- phase of basic sports training,
- phase of special training,
- phase of professional training.

Development of professional and performance Alpine ski is today the part of the co-operation among parents, teachers, and coaches of the young competitors. Achievements in this sport depends on the psychical, social and economic forwardness of the all subejcts, which influence the competitor. This ability of success is conditioned by high quality of training process and with a rational representation of all components of training process.

The level of the professional sport is reached only by comeptitors, who have all the assumptions to reach this level. These assumptions of competitors we can see even in the phase of sports preliminary tratment - like talent. "Sports talent - it's a positive structure of properties and skills of individual. This structure enables (makes posiible) to reach high level of performance in sports activity" (Blahútová, 2002). Because it's not possible to measure the talent, so we have to only guess probable success of sportsman in the proffesional sport. " The selection of talented youth is the final process for next increase sports performamnce of competitor" (Blahútová, 2002). According to Hellebrandta (2002) - the selection process of talents is long-term and it contains of these levels.

1. Level of selection for children at the age 9-10 years.
2. Level of selection for children at the age 14-15 years.
3. Level of selection for sportsmen at the age 16-17 years.
4. Level of selection for sportsmen at the age 18 years.

Recording of training process can be understood as a information about (trénovanost') of sportsman. According to this records we can determine the changes in his performance. We can demonstrate/prove the efectivity of training process by diagnosis and evaluation. We can find out if the performance of competitors has upward trend." The datums, which were gained by training process are helpful for a coach to make a complete image about training activity. Except that, the coach gains the precious informations from the evaulation this datums, which are important for planning the next activities in training process." (Zálešák, Hellebrandt, 1978). Alpine skiing is an individual sport. In spite of the fact,that the sportsmen are prepared in groups, they make their individual records themselves or their individual records are made by coach.

AIM

Monitoring and evaluation of the level of physical abilities and performance of students, who are classified to the sports process in alpine skiing during one year, is the main aim of research.

METHODOLOGY

In selecting the examined sample of the tested people, we followed the following criteria :

1. they are pupils in the fifth year of primary school in the Slovak Republic,
2. they are the competitors in the alpine skiing in category – younger pupils,
3. they take part in races SPŽ in selected disciplines as SL and GS.

It is very important to set the time how long we will monitor our tested people in research. It means, that we choose number of months or training cycles (TC) in research.

As all competitors are pupils in the fifth year of the primary school, we decided to watch the season 2011/2012. Monitoring period of time begins with the sixth cycle of the year training process. It means, that the first monitoring month will be the end of August.

Using the general physical performance tests, we can objectively diagnose increasing physical abilities. We can monitor the period of training process which is for downhillers according to training plan, its effectivity and quality by these tests.

For the most accurate results, we choose tests, which are the most common for the development of general physical abilities. We monitor physiological condition and dynamics of monitoring competitors by these tests. We practised these tests in the gym and at the athletics oval of the Secondary Vocational School of Mechanical Engineering at Martin. All of the tested people were tested together. We practised these measurements for two times. We completed both these measurements in the same environment and terrain. We found out the level of performance using general physical performance tests.

We obtained an accurate data about driven content and data about sports training content by using the training diaries of every sportman. We evaluate the level of the performance by results in the main season in the Slovak cup of pupils.

We use the standard motor tests to determine the most accurate results. There are the same conditions for everyone who is tested in this testing process. We use concrete tools for concrete test and we follow measuring methodology for individual tests."Broadly speaking, standardization - it's a summary of informations about important characteristics of

the test, which the constructor gained during the Statistical verification of the test“ (Měkota, Blahuš, 1983).

For finding out the level of general physical capacity, we used general physical performance tests. We practised these tests in two measures : 1.at the beginning of the testing period, 2. at the end of the training period. Tests were carried out in the gym and at the athletics oval of the Secondary Vocational School of Mechanical Engineering at Martin.During the testing we used the general physical performance tests (Egyházy – Hellebrandt, 1986):

1. 50m run
2. Standing broad jump
3. Standing jump
4. Pull-ups/ holding time in pull-ups
5. Forward bend
6. 12 minutes run

RESULTS

At the beginning of the measuring period, we measured competitor's stature and body weight. We can calculate Body Mass Index (BMI) with these two indicators.As competitors are in age 11-12 years, we use BMI calculation for children with gender. We can easily calculate in what position of the exercise category are the competitors and what are the health risks during exercises.

Table 1 Table of BMI

BMI	Category	Stocking rates
Less than 13,2	Big underweight	High risk
13,2 – 14,4	Underweight	Medium risk
14,5 – 20,8	Normal weight	Minimum risk
20,9 – 25,2	Overweight	Medium risk
More than 25,3	Obesity	High risk

IMG 1 BMI 2011/2012

The results of measurement of Body Mass Index are given in the graph in IMG 1. Values of all the competitors are in the category of normal weight according to Table 1. The level of the risk is minimal at the charge and according to BMI competitors are without risk.

Comparison of capacity

IMG 2. Number of the training units in the season 2011/2012

IMG 3. Number of the training units, situating in the SL and GS in the SPŽ, all the competitors

According to the graph, which is shown in IMG 3, we can say that competitor's performance showed their preparing during TO. MM, who practised the largest number of the training units, achieved in PO season 2011/2012 the best results among all tested competitors. FW, which practised the largest number of the training units among girls, achieved the best results in the girls category, too. MM was balanced by placing of slalom, but compared to MM ranked two places worse in the giant slalom and it was the fifth place. HW with the smallest number of training units achieved the worst results among all the competitors in PO. SW took the tenth place in the giant slalom and despite of that DM practised much more training units, DM took the fourteenth place.

Dynamics of the changes in general physical performance

Table 2. Table of requirements of students (11-12 years) - standard of capacity (Povrazník 2003)

		Pull-ups	Forward bend	Throw ball full	Sit-up	50m run	Standing broad jump	12 minutes run
11 years	Boys	5	12cm	6m	70	8,3s	200cm	2400m
	Girls	20s	15cm	6m	60	8,3s	190cm	2100m
12 years	Boys	6	15cm	7m	75	8,2s	205cm	2500m
	Girls	25s	18cm	6,5m	70	8,2s	193cm	2300m

Table 3 Results of testing of all the competitors

		Pull-ups	Forward bend	Throw ball full	Sit-up	50m run	Standing broad jump	12 minutes run
DM	2.9.2011	8	10	4,50	98	8,38	171	2 470
	2.12.2011	7	10	4,70	100	7,96	184	Did not
FW	2.9.2011	29,76	7	4,50	82	8,34	176	2 300
	2.12.2011	32,28	7	5,20	78	8,14	187	Did not
HW	2.9.2011	23,70	14	5,30	58	9,07	173	2 250
	2.12.2011	20,17	17	6,30	60	8,55	182	Did not
MM	2.9.2011	5	14	4,30	86	8,36	169	2 410
	2.12.2011	7	14	4,50	87	8,33	173	Did not
SW	2.9.2011	30,51	5	4,30	79	9,97	143	2 100
	2.12.2011	27,32	6	4,40	79	9,76	150	Did not

Pull-ups / holding time in the rack. We evaluate the strenght of the upper limbs in this test. It's an important indicator of the peparadness of upper limbs, which the competitors use to start-up. The performance of MM in the first term and HW in both terms is the standard. Other competitors exceed this standard.

Forward bend. We monitore flexibility of muscles of the back and the momentum of the coxae by these tests. The standard achieved only MM and FW in the second term. Other competitors didn't achieve this standard.

Throw ball full of 2 kg. We monitore the strength of the brachium of ompetitors, which they use to start-up. HW got to standard in the second term, other sportmen wasn't near the standard.

Sit-up. We monitore the level of dynamics abdominal muscle strength by these tests. HW got into the level of standard. Other competitors got over given standard by their results.

50m run.- We test abilities of the fastness by this discipline. MM and FW meet the standards in the first term in this discipline. DM exceed the standards and FW exceed it in the seconf term. This performance standard didn't achieve FW and SW. All competitors have better results in the second term - it shows, that their performance has raising tendency.

Standing broad jump. We monitore explosive of the leg, which is very important for downhillers - especially in technical disciplines such as SL and GS. However, nobody of competitors get this standard. This result is so bewildering, because dynamics strength is very important for the downhiller in alpine skiing.

12 minutes run. We cannot compare this measurements, because the unfavourable weather was a reason, that the test didn't act in the second term. We monitored competitor's general persevering by this test. The results in the first term was in the standard. All competitors achieve this given standard by their results.

CONCLUSION

Our bachelor thesis solve the assessment of the relationship and changes in physical performance among pupils in the fifth class in the primary school. This pupils are included to the sports training in alpine skiing.

In this theoretical analysis we focused on the characteristic of alpine skiing, sports training and individual phases in sports training. In conclusion of this theoretical analysis is discussed selection the talented youth in Alpine skiing.

In the research we monitored the performance of competitors in disciplines such as SL and GS based on the place on the individual races SPŽ. In the second way, we analyzed the influence of the driven gates in SL and GS and the influence individual training units for the results in total evaluation in SPŽ in given discipline. In the end of the research part, we monitored dynamics of the changes of general physical performance.

In the testing of the general physical performances, we could monitor outstanding results in individual tests at all competitors. This fact can be explained so, that downhillers' specific groups of muscles are more important as another for competitors.

It was pointed in researching of influence the quantity of training units, that the more training units have the competitors practised, they achieve better place in total order SPŽ. In category MMb, MM took better place than DM, who practised less training units as DM. In category MŽg, FW took better place than SW and HW.

In comparison of the individual competitors in all races SL and GS in SPŽ we found out, that girls were more successful than boys in some cases.

The fact is that all our competitors are from the skiing club and they practising a training process together during TO. We recommend to all competitors to concentrate to a dynamics development of upper limbs and legs. They should increase a number of driven gates in GS - 2/3 of the volume in SL.

Our thesis and results, which result from its research, should help in increasing to sports performance to monitored competitors or another competitors in alpine skiing too. We tried to increase the level of the alpine skiing in pupil's category on Slovakia.

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SUMMARY

This thesis should help to increase the sports performance of testing competitors and the other competitors in alpine skiing too. The aim of this research is monitoring and evaluating the level of the physical abilities and performance of the pupils during one year, which were included into sports training in alpine skiing. Using general physical performance tests, we can objectively diagnose the increase of physical abilities. In the comparison of the individual competitors in all races SL and GS in SPŽ we found out, that girls were more successful than boys in some cases. We recommend to all competitors to concentrate to a dynamics development of upper limbs and legs. They should increase a number of driven gates in GS - 2/3 of the volume in SL.

PHYSICAL ACTIVITY AS AN EFFECTIVE MEANS TO A HEALTHY LIFESTYLE

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KEY WORDS: physical activity, healthy lifestyle.

INTRODUCTION

Physical education as an inherent part of the educational process has currently an important place in the overall educational process. Physical education is one of the oldest elements in the educational process and was connected with military education. In ancient Sparta physical fitness and education itself were an essential part of military training (Bartík, 2005). Sýkora (2001, s. 8) defines physical education as “systematic educational process acting mainly on physical and motor development of man, building his health, improving his physical fitness and motor skills, achieving basic theoretical and practical physical education, as well as positive emotional experience resulting from such an activity.”

Education is a kind of activity in which one subject such as a teacher or a coach teaches and instructs another subject – a student or a sportsman. At schools this is one of the forms of education. The typical characteristic of this form is an interaction between a teacher and a student, a student and a teacher, or between students themselves. The role of a teacher is the one of a manager of a student's education. By education a steady change in a student's potential behaviour is achieved as a result of experience. In the physical education this can be realized by progressive gain of skills in physical exercises which are purposely carried out for physical and motor development of man (Majerský, 2001).

Every education process has some typical properties such as mutual interaction between students and teachers which is impossible to exist without verbal and motor exchange of information. The process must be continuous and must be filled with atmosphere and relationships between students and teachers that enable and support their personality development. Next, it must develop and form personality, competence and skills of man thus

effectively cooperate with other people and information (Majerský, 2001). Physical education classes can be classified as training, improvement, diagnostic, control, and evaluation linked with competition and race. Besides, from the point of view of quantity, they can be divided into monotypic or specific. Classes can be either girls', boys', or mixed coeducational. They are mainly used at secondary schools and higher degrees of elementary schools (Peráčková, 2001).

The most objective indicator of physical and sports programmes effectiveness evaluation is physical development and physical activity performance. The grade of performance is differentiated by body height and weight. It is a world-wide phenomenon that youngsters nowadays are more matured physically but their presented level of performance is disproportionately lower. This means that it is not in accordance with the trend of increasing body height and weight. Although the level of physical abilities does not decrease in youth, it does not rise significantly by involvement in the physical education process. (Moravec et al. 1996).

The number of overweight students increases and their interest in sports decreases. Their performance also shows a declining trend. Personality attributes are also constantly changing. They do not show any special interest in sports. Vulgarism, brutality, aggression, bullying, smoking, alcoholism, and other drug addictions are prevailing (Čejka, 2008).

Reasonable physical activity together with environmental influence, diet, social interaction, and cultural aspects belongs to one of the most important aspects of a lifestyle. The relevance of physical activities in lives of the youth is specifically important because current structure and contents of life in relationship to motor signals are poorer and more single-sided (Michal, 2009). Physical activities are unsubstitutable part of a lifestyle because they stimulate physical and mental balance; they lead to self-confidence, self-assurance and enable a significant self-realization (Liba, 2006).

Nevertheless, currently a physical activity as an important part of a lifestyle is absenting. As we have mentioned in the previous chapter this is mainly the case of children and youth. The realization of physical activities has a significant health and prevention potential, which has a robust impact on a healthy lifestyle. In this context any endurance activity, cycling, and aerobic exercises play an important role. Among them are hiking, power walking, running, cross-country skiing, swimming, cycling, skating, aerobics, dancing, rowing and sculling, aerobic exercises on machines such as treadmills, stationary bicycles,

steppers, etc. During these activities mainly large muscle groups are involved, which significantly stimulates respiratory and circulatory systems. (Michal, 2009).

AIM

The aim of this work was “To investigate the possibilities of implementing physical activities into effective means of a healthy lifestyle.” In order to reach our aim we determined a partial aim to find out the interest of a sample of teenagers in physical activities.

METHODOLOGY

The primary source of receiving information is via the questionnaires. The method of questionnaires belongs to the most effective methods for acquiring primary data quickly and transparently. The total number of questions is 25. We chose mainly closed questions with multiple choice answers for their better limpidity and conciseness.

The controls were selected students between 15 – 18 years of age attending secondary schools in Lučenec. The total number of students was 180 and they were proportionally divided among Business Academy, Secondary Professional School, and Secondary Medical School.

The total number of distributed questionnaires was 180. They were distributed to students of selected secondary school in the following way: 60 pieces for Business Academy in Lučenec, 60 pieces for Secondary Professional School in Lučenec, and 60 pieces for Secondary Medical School in Lučenec. The answers were divided into two categories according to the gender. 105 girls and 75 boys participated in the research as can be seen from the Table 1. All questionnaires were evaluated; however some of the questions in the questionnaire remained unanswered.

Table 1 Participation of girls and boys in the research

Gender	Girls	Boys	Total
School			
Business Academy	33	27	60
Secondary Professional School	30	30	60
Secondary Medical School	42	18	60
Total	105	75	180

RESULTS

The research shows that students have some physical activity. They practice two or three times per week at most. 40% of girls from the Secondary Medical Schools practice twice a week. 44% of boys from Business Academy, 47% of boys from Secondary Professional School, and 39% from Secondary Medical School practice three times a week. In spite of some physical activity of secondary school students it is possible to state that as many as 24% of all controls do not practice sports at all. This concerns mainly girls from Secondary Professional School – 50%; and 30% of girls from Business Academy. As opposed to girls, boys practice more often. Only 17% of boys do not practice sports (table 2).

Table 2 Periodicity of practicing sports

School	Business Academy		Secondary Professional School		Secondary Medical School		All secondary schools		Total
Answer in %	G	B	G	B	G	B	G	B	
Once/week	21	11	27	17	19	28	22	17	20
Twice/week	27	26	13	17	40	22	29	21	26
3 times/week	21	44	10	47	26	39	20	44	30
I do not do sports	30	19	50	20	14	11	30	17	24
total	100	100	100	100	100	100	100	100	100

As can be seen from the table 3, the most preferable sport for boys is football, basketball, bodybuilding, and fitness, as well as fighting arts and cycling. 26% of boys from Business Academy play football, from Secondary Professional School it is 23%, and from Secondary Medical School it is 28%.

Table 3 Physical activities of secondary school students

School	Business Academy		Secondary Professional School		Secondary Medical School		All secondary schools		Total
Answer in %	G	B	G	B	G	B	G	B	
football	0	26	0	23	0	28	0	25	11
basketball	9	19	3	20	2	28	5	21	12
volleyball	18	7	23	0	5	6	14	4	10
swimming	21	22	20	3	12	17	17	13	16
fighting arts	3	15	3	7	5	28	4	15	8
bodybuilding and fitness	6	30	10	17	10	28	9	24	15
skiing	6	15	3	10	7	28	6	16	10
aerobic, zumba, taebo	36	4	37	0	38	6	37	3	23
cycling	9	7	7	17	17	11	11	12	12
hiking	12	11	7	3	5	22	8	11	9
other	6	19	3	10	7	11	6	13	9

Total of 12% of controls play basketball, i.e. 21% of total number of boys and 5% of girls. The largest number of boys playing basketball is 28% from Secondary Medical School, then 20% of boys from Secondary Professional School, and 19% of boys from Business Academy. On the other hand volleyball is preferred by girls: 23% of girls from Secondary Professional School claim to play volleyball. Swimming was equally distributed between girls and boys. Only boys from Secondary Professional School claimed the least interest in swimming: 3%. In bodybuilding and fitness more boys (24%) claim interest than girls (9%). 10% of girls claim interest in fitness from Secondary Professional School and Secondary Medical School. Skiing is preferred by 10% more boys than girls from the total amount. Proportionally most boys (28% from the total of 18 boys) from Secondary Medical School, and the least (3% from the total of 30 girls) from Secondary Professional School prefer skiing. For girls the most preferable activity is aerobic, zumba, or taebo. 37% of girls of the total number of 105 practice one of these. In particular, it is 38% from Secondary Medical School,

37% from Secondary Professional School, and 36% from Business Academy. About the same number of girls and boys practice cycling (11% of girls and 12% of boys). By 1/3 more boys (11%) than girls (8%) like hiking. Other physical activities included walking for girls and hockey, futsal, and floorball for boys.

Despite favourable results 16% of controls claimed no interest in sports when answering the question: "If you do not do any sports, say why" (table 4). At Secondary Professional School 30% of girls claim no interest in any kind of physical activity, and at Secondary Medical School 28% of boys. 24% of girls from Business Academy do not like sports, as well as 23% of girls from Secondary Professional School, and 22% of boys from Secondary Medical School. Only 2% of girls from Secondary Medical School are not interested in sports.

Some students cannot do sports due to the lack of financial means. This concerns mainly students from Secondary Professional School – 20% of girls and 17% of boys. Some of them were never instructed or taught to do sports – 12% of girls from Business Academy and 7% of boys from Secondary Professional School. About 22% of the total respondents devote their free time to other activities. From this 27% from the total number of 75 are boys, and 19% from the total number of 105 are girls. 39% of boys from Secondary Medical School, 23% from Secondary Professional School, and 22% of boys from Business Academy prefer other activities than sports. 3% of boys from Secondary Professional School and 6% of boys from Secondary Medical School did not respond to the question.

Table 4 Reasons for avoiding physical activities

School	Business Academy		Secondary Professional school		Secondary Medical School		All secondary schools		Total
Answer %	G	B	G	B	G	B	G	B	
I am not interested in sports	9	7	30	17	10	28	15	16	16
I don't like doing sports	24	7	23	10	2	22	15	12	14
I don't have financial means	0	0	20	17	5	0	8	7	7
Nobody makes me do sports	12	0	0	7	0	0	4	3	3
I think sports are dangerous	0	0	0	0	0	0	0	0	0
I prefer other activities	12	22	27	23	19	39	19	27	22
other	0	0	0	3	0	6	0	3	1

Apart from physical activities students have other leisure activities (table 5). Mainly they spend their free time with friends (26% from the total of 180), helping with house chores (19%), and playing PC games (17% out of 180 students). Playing PC games is represented by 37% of boys from Business Academy, 33% of boys from Secondary Medical School, and 30% of boys from Secondary Professional School. Girls spend time playing PC games by 20% less than boys. More boys watch TV than girls. They are mainly boys from Secondary Professional School (27%). On contrary, more girls help with house chores than boys (23% of girls, 13% of boys). 40% of girls from Secondary Professional School devote their time to house chores, followed by 30% of girls from Business Academy, and only 5% of girls from

Secondary Medical School. No students showed any interest in books. Some students like listening to music, especially boys from Secondary Professional School (23%).

Table 5 Leisure time activities of secondary school students

School	Business Academy		Secondary Professional School		Secondary Medical School		All secondary schools		Total
	G	B	G	B	G	B	G	B	
I play PC games	0	37	13	30	2	33	5	33	17
I watch TV	0	0	3	27	7	0	4	11	7
I help with house chores	30	7	40	23	5	6	23	13	19
I read books	0	0	0	0	0	0	0	0	0
I listen to music	0	11	3	23	2	6	2	15	7
I go out with friends	24	26	3	33	12	83	13	43	26
I play a musical instrument	0	0	0	3	0	0	0	1	1
I study	12	0	0	0	5	0	6	0	3
other	0	0	0	3	0	0	0	1	1

Only 2% of girls from the total number of 105 listen to music. 83% of boys from the total number of 18 from Secondary Medical School spend their free time with friends, followed by boys from Secondary Professional School (33%) and Business Academy (26%). Only 13% of girls go out with friends as opposed to boys (43%). Only 3% of boys from Secondary Professional School play a musical instrument, and studying is preferred by 12% of girls from Business Academy. Boys from Secondary Professional School included also taking care of pets and walking dogs (3%).

Students perceive sportsmen as strong-willed people (23%). Specifically it is more boys (27%) than girls (20%). Both groups think that many of them are arrogant. 22% of boys and 15% of girls from Business Academy, and 17% of girls from Secondary Business School consider sportsmen arrogant. Self-conceit is attributed to sportsmen by 21% of girls and 17% of boys from Secondary Medical School and by 23% of boys from Secondary Professional School. Girls consider sportsmen attractive more than boys (36% of girls from Secondary Medical School, 27% of girls from Business Academy and 7% from Secondary Professional School.). Boys do not consider sportsmen attractive but more like idols (39%). In particular 50% of boys from Secondary Medical School, 44% of boys from Business Academy and 27% from Secondary Professional School. Some girls also consider sportsmen idols (26%). 22% of boys from Secondary Medical School and 13% of girls from Secondary Professional School think sportsmen's knowledge is generally weaker. Other responses claimed lack of interest in sportsmen.

Table 6 How sportsmen are perceived by secondary school students

School	Business Academy		Secondary Professional School		Secondary Medical School		All secondary schools		Total
Answer in %	G	B	G	B	G	B	G	B	
they are arrogant	15	22	17	3	0	6	10	11	10
they are strong-willed	18	33	20	33	21	6	20	27	23
they are proud	15	0	7	23	21	17	15	13	14
they are attractive	27	0	7	0	36	0	25	0	14
they are idols	24	44	37	27	19	50	26	39	31
their knowledge is weaker	0	0	13	7	0	22	4	8	6
other	0	0	0	7	2	0	1	3	2
total	100	100	100	100	100	100	100	100	100

CONCLUSION

The aim of this work was to call attention for the need for physical activities and physical education. The overall level of secondary school students' interest in physical activities can be evaluated as average. Students practice physical activities two or three times per week and 24% of all controls (44 students out of 180) do not practice sports at all. Table 2 and the following figure show that 136 students from the selected secondary schools practice some kind of a physical activity. That makes more than 50% of all controls who do practice any physical activity. The research showed that football, basketball, fitness and bodybuilding, aerobics, zumba, taeko, fighting arts, and cycling or perhaps swimming and skiing are most preferred by students. From other sports not mentioned in the questionnaire's options students play ice-hockey, softball, or electronic darts. Less favourite is hiking. Girls generally prefer aerobics (37%), a nowadays very popular zumba, or taeko. Boys prefer mainly basketball (21%) and football (25%). We can state that the overall standard of the controls in physical activities is good.

It is generally accepted that physical activities are an important part of every person's life. Physical activities either regular or non-regular have positive impact on both physical and mental condition of man. They challenge a person to higher activeness, provide energy, and help to keep the whole organism in a good condition. Movement, sport, or different games provide each age group a certain feeling of cheerfulness, relaxation, but also self-confidence. They help in creating an overall image of one's own body's functioning, of its strong and weak points. Active sporting supports good mood as well as certain responsibility, self-discipline in order to achieve a specific sport result. It teaches people to take problems easy, especially when dealing with personal or business problems. We mean children from non-functioning, problem and split families.

A solid base of a healthy lifestyle can be achieved by conscious creation of a positive relation to physical activities from the part of parents and later, teachers. Family and later, schools are primary places where children should be taught sports. It would be interesting to train parents to teach their children sports so that the children enter the education system ready. School and parents thus cooperate with children in order to fully develop their attitudes to physical activities not only at school during the physical activity classes but as well as in their free time. It is exactly free time which poses threat of the first contact for children with a legal or illegal drug.

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SUMMARY

This work deals with the issue of necessity of physical activities and physical education as a means to a healthy lifestyle of secondary school students. The authors attempt to clarify some issues of the topic. They point out some of the methodological strategies in the physical education classes as well as the overall philosophy of physical education. The final part is a complex profile of physical activities as one of the means to healthy lifestyle education. They find out students' attitudes towards physical activities and physical education via questionnaires. In the final part they interpret the results of the research by qualitative statistical methods of analysis, synthesis, deduction, and comparison of secondary school students' opinions.

The authors claim that changes in the unfavourable development can be achieved only through sophisticated state-of-the-heart approaches within the educational process of schools and other external educational organizations. One of the ways of achieving positive changes in the field is the orientation to physical activities and physical education, and forms of their effective use from the part of adolescent youth (Michal, 2009).

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Názov: Acta Universitatis Matthiae Belii, Physical Education and Sport,

Vol. IV, No. 1/2012

Editor: doc. PaedDr. Jiří Michal, PhD.

Recenzenti: prof. Rajko Vute, PhD. Univerzity of Lublana, (Slovinsko)

prof. PaedDr. Bartik Pavol, PhD.

prof. PaedDr. Görner Karol, PhD

Technická príprava : Mgr. Boris Beťák

Náklad: 100 kusov

Formát: elektronický

Ročník : štvrtý

Číslo : prvé

Vydanie: prvé, 2012

Vydavateľ: Univerzita Mateja Bela v Banskej Bystrici, Fakulta humanitných vied
Katedra telesnej výchovy a športu

ISSN : 1338-0974